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ABSTRACT

The study determined whether Navajo parents of handicapped students reported similar knowledge of legal and educational information related to special education in comparison with Anglo parents, and the extent to which both cultural groups had knowledge of their handicapped childrens' educational rights. Twenty-two Anglo and 19 Navajo parents whose handicapped children attended a rural public school in northern Arizona were interviewed. Specific areas of parent knowledge were explored, assessing: (1) legal and educational information, (2) sources of legal and educational information, (3) the degree of understanding of educational processes as provided by the 1975 Education for All Handicapped Children Act (P.L. 94-142) and related laws, (4) parent attitudes toward the handicapped children's program, and (5) the reported predominant role (active or passive) parents used in acquiring information. Chi-square analyses indicated statistically significant ($p<.05$) differences between Navajo parents and Anglo parents in several areas. Navajo parent responses were less informed or less accurate than Anglo parent responses, but both groups provided evidence of being poorly informed about special educational laws and procedures related to their child's education. Recommendations for improving legal and educational information awareness, higher education training programs and future studies are made. Eighty-six references are appended. (JMM)

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A DESCRIPTION AND COMPARISON OF NATIVE AMERICAN AND ANGLO PARENTS' KNOWLEDGE OF THEIR HANDICAPPED CHILDREN'S EDUCATIONAL RIGHTS

by

Andrew R. Connery

A Dissertation

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

in Educational Psychology

Northern Arizona University

April 1987

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ABSTRACT

A DESCRIPTION AND COMPARISON OF NATIVE AMERICAN AND ANGLO PARENTS' KNOWLEDGE OF THEIR HANDICAPPED CHILDREN'S EDUCATIONAL RIGHTS

ANDREW R. CONNERY

The primary purpose of this study was to determine whether or not Navajo parents of handicapped students reported similar knowledge of legal and educational information related to special education in comparison to the knowledge reported by Anglo parents. Another purpose of the study was to determine the extent to which both cultural groups had knowledge about the educational rights of their handicapped children. Individual interviews were conducted with 22 Anglo and 19 Navajo parents whose handicapped children attended a rural public school system in northern Arizona. Five specific areas of parent knowledge were explored during the interviews. These included the assessment of: (a) legal and educational information, (b) sources of legal and educational information, (c) the degree of understanding of educational processes as provided by Public Law 94-142 (The Education for All Handicapped Children Act of 1975) and related laws, (d) parent attitudes toward their handicapped children's programs, and (e) the reported predominant role (passive or active) parents used in

acquiring information about and assistance for their handicapped children. Chi-Square analyses indicated statistically significant ($p<.05$) differences between the Navajo and Anglo respondents in several areas.

Navajo parents were less informed or less accurate than Anglo parents when responding to some questionnaire items. Most importantly, both cultural groups provided evidence of being poorly informed about special educational laws and procedures related to their child's education throughout the survey of the five specific areas previously enumerated. Recommendations were made for improving school personnel's effectiveness in communicating legal and educational information to minority and majority culture parents of handicapped children. Implications for higher education training programs were put forth and suggestions for future studies involving minority culture parents were also described.

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CHAPTER 1

Introduction

The effectiveness of legislation to protect the educational rights of handicapped students and to promote the informed participation of their parents as the children's advocates is presently unclear. It is likely that historical, political, linguistic, geographical and other factors play a role in preventing or reducing effective special education services to minority and majority children. Native American parents, as one special ethnic group, have language, cultural and other characteristics which are, in many cases, variant from those of the majority culture. These persons could be experiencing difficulty in their role as advocates as a function of such cultural diversity. This study was undertaken to explore Navajo and Anglo knowledge of the educational rights of parents of handicapped students so that barriers to service provision could be further identified.

Educational Legislation and Its Impact on Students who are Handicapped and their Parents

Educational policies have undergone significant changes during the last two decades. The 1960's and 1970's were

periods of increased protection for handicapped persons, and the rights of handicapped students were advanced. Because state laws, in most cases, were written after federal laws mandated the protection of handicapped students, some states and the local education agencies under their jurisdiction have failed to ensure legal rights to the parents of handicapped children. Studies have indicated that parental access to legal information is limited (Goldstein, Strickland, Turnbull & Curry, 1980; Miller, 1978; Winton & Turnbull, 1982; and Yoshida, Fenton, Kaufman & Maxwell, 1978), and additional barriers related to linguistic, cultural and historic factors may inhibit minority parents of handicapped students from participating fully in their children's education (Analysis of determinants, 1983; Fifield, 1983; and McShane & Beiser, 1983).

Specifically, Native American parents of handicapped students appear to be at a disadvantage in acquiring and utilizing information about legal rights. Unique characteristics of Native American subcultures are likely to impede not only the acquisition of legal information, but the utilization of such information (Bryde, 1971; Cunningham & Cunningham, 1985; Henderson & Avallone, 1967; and Lewis, 1981). This could, in turn, detract from the adequate provision of special education services to a child of this minority culture (Morgan & O'Connell, 1987; O'Connell, 1985; Sue, Allen & Conaway, 1978).

Moreover, few studies have documented the actual knowledge that any group of parents have about educational processes and legal rights. The studies which have been conducted with majority culture (Anglo) parents have consistently indicated problems with the dissemination of written information and a lack of verbal participation during personal meetings with informed school personnel (Budhoff & Orenstein, 1982; Gilliam, 1975; Goldstein, Strickland, Turnbull & Curry, 1980; Goldstein & Turnbull, 1982; Kirk & Gallagher, 1979). Because of these findings, a study was undertaken to identify specific information that parents from different cultural groups have about their legal rights and to then provide recommendations for improving the communication process of special education personnel with both Anglo and Navajo parents.

State and Federal Laws Influencing Special Education Service Provision. Educational policy has been the focus of a considerable amount of legislative activity since the 1960's (Abeson, Bolick, & Hass, 1975). Much of this legislation was designed to promote the education and general welfare of handicapped students. For example, Title V of the Rehabilitation Act of 1973 (Public Law 93-112) states that handicapped people must not be discriminated against in any aspect of our national life that is supported to any extent by tax dollars (HEW, 1973). Section 504 of this Public Law prohibited discrimination against persons such as employees, students, and those receiving any federal assistance.

Additional laws containing specific educational guarantees were enacted later in the 1970's. The Education Amendments Act of 1974 (Public Law 93-380) followed by the Education for All Handicapped Children Act of 1975 (Public Law 94-142) assisted in the reformation of educational policies and sought to guarantee the educational and social welfare of handicapped students.

Parents as Advocates. One method identified through recent legislation for reducing the likelihood that schools would underserve handicapped students was to mandate parental involvement in educational planning meetings. Public Law 94-142 explicitly identifies the parents of the handicapped student as integral members of a school-based team. The educational team commonly consists of transdisciplinary membership, including professionals that have a wide range of training. These professionals can include school administrators, special educators, school psychologists, speech therapists, nurses, or others in addition to the parents. Therefore, when these professionals and parents act as a team they provide numerous, informed viewpoints and opinions. The role of the parent is to provide information about behaviors exhibited by the student in the home and, perhaps more importantly, to help determine the students' educational goals. The group or team members are in a position to collectively promote the best interests of a particular student as mandated in Public Law 94-142.

The role of the parent is most critical in the initial establishment of the Individualized Education Plan or IEP. Zettel and Abeson (1977) have described parent participation in the formulation of the IEP as essential. They maintain that: (a) parents typically possess extensive amounts of information about their children, (b) that parental involvement results in reasonable education objectives for children, and (c) that parents can assess and ensure that necessary program updates and changes do, in fact, occur.

Section 300.345 of Public Law 94-142 specifically addresses parent participation in the educational process. This section of the Education for All Handicapped Children Act describes how the public schools must ensure that parents are notified in writing of the dates proposed for meetings which involve the parents' child. The public school is responsible for involving the parent in educational meetings where the child's individualized educational program (IEP) is developed, reviewed, or substantially revised (Turnbull & Schulz, 1979). Subpart C (services) of section 300.345 of Public Law 94-142 states:

> The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. (Reynolds & Gutkin, 1982, p. 1141).

Further procedural safeguards to parent participation and understanding are guaranteed in subpart E (procedural safeguards) of the same law. Other laws, such as the Family Educational Rights and Privacy Act (Public Law 93-380,

section 438) delineate rights regarding the privacy of student records and the rights of parents to access educational records.

Together, these laws were designed to protect and inform parents who are considered to be experts in the education of their handicapped school-aged child. The laws further guarantee the confidentiality of school records generated during and resulting from the educational planning process. However, the procedures that have evolved from such laws may not be implemented in such a way as to satisfactorily serve those persons for whom they were designed and intended. Parents who are uninformed or marginally informed as to their rights are at a distinct disadvantage for participating in and contributing to the education of their child (McLoughlin, Edge, & Strenecky, 1978).

Access to Legal Information. Parents' and children's rights under Public Laws are described in texts and training manuals utilized by students of special education. An example of such material is The Abridged Rules and Regulations for the Implementation of Public Law 94-142 in The Handbook of School Psychology (Reynolds & Gutkin, 1982). Such condensed and nontechnical versions of the laws relevant to the advancement of handicapped students' educational opportunities are readily available to special educators, school administrators, counselors, and school psychologists.

However, legal information related to the rights of the handicapped students may not be as accessible to parents of

handicapped children as it is to teaching, counseling, and school administration personnel. Therefore, it is likely that many parents primarily rely on the public school special education administrator, counselor or school psychologist to provide them with some version of their rights and responsibilities under the law. Unfortunately, research has also demonstrated that parents lack a method for systematically acquiring information about their children's rights in the school setting (Goldstein, Strickland, Turnbull, & Curry, 1980). Shevin (1983) has compared informed parental participation and consent with uninformed participation and consent and described the latter as detracting significantly from meaningful parental participation in the decision-making (IEP) process.

Statement of Problem

It is suspected that parents of handicapped students do not have an adequate understanding of their own and their children's educational rights. Six studies have attempted to determine, indirectly or directly, the extent of parental knowledge of Public Law 94-142. These studies (Analysis of determinants, 1983; Gilliam, 1979; Goldstein, Strickland, Turnbull, & Curry, 1980; Miller, 1978; Winton & Turnbull, 1982; and Yoshida, Fenton, Kaufman & Maxwell, 1978), have described a lack of adequate knowledge of legal rights, educational procedures and low levels of participation by parents during IEP meetings.

Specifically, the research of Goldstein and her colleagues (Goldstein et al., 1980), which involved the assessment of the rate of parent attendance and levels of parental assertiveness and informedness during planning meetings, indicated both poor attendance and low levels of assertiveness and understanding. Parents who did attend the IEP meetings did not ask questions or make comments about policies, procedures or handicapped students' rights. More importantly, these topics were very minimally addressed by the special education teacher facilitating the IEP meeting. Given these findings, it is unlikely that all parents have been adequately informed of their own and their children's educational rights in the school setting.

Because it is not known why many parents do not attend the meetings or fail to evidence knowledge of their rights when they do attend, further research is necessary to explain these phenomena. Although solutions are not obvious, problems related to the dissemination of legal information to parents are varied (Winton & Turnbull, 1982).

Fifield (1983) and McShane and Beiser (1983) have indicated even greater problems for parents and students of Navajo descent, and similar problems have been cited for Papagos (Analysis of determinants, 1983). Language and related communication difficulties may play a significant role in information acquisition and/or dissemination. Historically, there have been difficulties in ascertaining which agencies and service delivery systems were responsible

for assisting Native American students (Allen, 1976). Ramirez and Smith (1981) have suggested that Native American students who are handicapped continue to be overlooked due to a lack of accountability among these multiple delivery systems.

In any case, the failure of the parents' acquisition or cognitive retention of legal information may be an initial stumbling block in their handicapped children's educations. Thus, the parent's language preference and many other historical and cultural factors may play a significant, if indirect, role in the success or failure of psychoeducational interventions and delivery of special education services (McShane & Beiser, 1983; Ramirez & Smith, 1981).

Purpose of the Study

One purpose of the study was to determine whether or not Navajo and Anglo parents reported similar information about their handicapped children's rights and associated educational processes. Another purpose of the study was to determine the extent to which parents from both cultural groups had knowledge about the educational rights of their handicapped children.

In this study, the level of parent knowledge was determined through statistical analyses of data generated from interviews of both Navajo and Anglo parents of handicapped students. The study documented general parent knowledge and intercultural differences of parents' knowledge by comparing Anglo and Navajo parents' abilities to report

legal information which they should have acquired during school meetings. The structured interview (Appendix A) provided the basis for individual interviews and the subsequent data analyses.

Research Questions

This study addressed the following questions:

1. What differences, if any, exist in Navajo and Anglo parents' reports of legal and educational information related to the education of their handicapped child?

2. What sources, persons, or agencies were identified by the parents as contributing to their knowledge of their children's rights and do these sources differ by group?

3. Do parents' reports indicate an understanding of educational processes as provided by Public Law 94-142 and related laws which mandate a free, appropriate education in the least restrictive environment and does this level of understanding differ by group?

4. What are parent attitudes toward their handicapped children's current special education programs and do these attitudes differ by group?

5. Do Navajo or Anglo parents indicate that they have engaged in a predominantly passive or active role in acquiring information about and acquiring assistance for their handicapped children and do these role types differ by group?

Significance of the Study

The significance of this study lies in the documentation of the knowledge of Navajo parents as compared with that of Anglo parents. The interviews resulted in specific documentation of what both groups of parents reported regarding their children's educational rights during systematic personal interviews. This basic interview or survey can later be employed with larger samples.

The present study is significant in that the actual outcome of aforementioned legislation for the handicapped, enacted in the 1970's, was assessed in a direct and quantifiable manner. There are distinct cultural differences between the two groups (Anglo and Navajo) which have implications for service provision by special educators and school personnel. However, the results of the interviews provided data which generally failed to provide evidence of parental knowledge regarding their children's educational rights and the legal and educational information necessary for their informed participation during planning meetings.

Due to the documentation which has resulted as a function of this study, the knowledge of many more Navajo and Anglo parents may be assessed in future studies. The needs of a unique minority culture were assessed and recommendations were made for future studies with minorities. The survey is recommended for continued use with parents of other cultures within the United States. Therefore, the present study was generative in that it provided the basis for

further scientific investigations into parent knowledge of their rights. These may further explain any differences in the knowledge of legal information reported by majority (Anglo) and minority (Navajo) cultures.

Definition of Terms

The following terms are defined to assist the reader in making appropriate interpretations and generalizations of the data.

Handicapped Child. This term refers to educably, moderately, or severely mentally handicapped, visually handicapped, hearing handicapped, seriously emotionally handicapped, learning disabled, speech handicapped or handicapped child as described in any manner which has resulted in services being provided in Arizona public schools and as further described in Public Law 94-142 (The Education for All Handicapped Children Act of 1975), or Arizona Revised Statutes or the Arizona State Board of Education Rules and Regulations (RF-2-401).

Navajo Parent. A natural parent or legal guardian of primarily Navajo descent (50% or greater Navajo blood) who is rearing a handicapped child.

Anglo Parent. A natural parent or legal guardian who is of Anglo-Saxon descent or who is not of Spanish, Native American, or other ethnic descent, who speaks English as a primary language and who is rearing a handicapped child.

Educational Rights. Those legal privileges provided to handicapped school-aged children and their parents by the State of Arizona through the Arizona State Board of Rules and Regulations (RF-2-401) and related revised statutes, and the federal government through Public Law 94-142 and subpart B and D of Section 438 of Public Law 93-380. An abbreviated summary of the rights and responsibilities of parents and schools in the education of handicapped children is provided in a pamphlet printed by the Arizona Department of Education in 1982 (see Appendix B). This article is the actual document distributed by the public school to parents of handicapped children to acquaint them with their own rights and responsibilities and those of the public school system.

Limitations and Delimitations

Particular conditions that affect the design of the study are delineated to facilitate an accurate interpretation of the results of this study. Issues which are central to the validity and design of the study are now presented.

Population Validity

Bracht and Glass (1968) have stressed the importance of population validity. Population validity is the recognition of the extent to which one can generalize from the experimental sample to a defined population. The first recognizable weakness of this study is the limited generalizability of the results beyond the experimentally

accessible sample. Because of the recognized differences among Native American cultures and their varying degrees of assimilation into the majority culture, generalization of the research findings based upon this small number of Navajo subjects (19) and Anglo subjects (22) is limited.

Socioeconomic status and racial group distribution, as well as language variables, are similar in other towns which are located in or which border the Navajo Reservation (United States Department of Commerce, 1982). However, even with these consistencies, the dissemination, explanation, and cognitive retention of legal and educational information by parents in other communities may differ significantly from the study sample. This investigator obtained detailed demographic information to assist in delineating the sample's characteristics. This information will assist in determining the extent to which the data can be generalized to other Anglo and Navajo parents who have handicapped students in attendance in public schools.

Content Validity

The survey was designed to elicit parent responses among five distinct variables. The content of the survey included questions related to a pamphlet on the legal rights of parents of handicapped children. It included: (a) legal and educational information, (b) sources of legal and educational information, (c) educational processes, (d) parent satisfaction/dissatisfaction (attitudes) about the child's special education program, and (e) the passive or active role

of the parents during IEP meetings and other encounters with special education personnel. The research questions constitute the specific objectives of the study. Survey items were created because they addressed the research questions in a logical manner.

Content validity is more important in the development of achievement tests and tests of occupational skills than in exploratory research (Borg & Gall, 1979; Campbell & Stanley, 1963). However, the content validity of the instrument will be discussed in terms of how survey items were formulated from a pamphlet outlining parent's legal rights (Appendix B).

Since no other interview or test was available which was designed to measure the five research questions that provide the basis of this study, there was no convenient method for providing congruent validation of the present instrument. Therefore, discussion of the methodological criteria for conducting satisfactory scientific survey research (Babbie, 1973) is undertaken below. The criteria outlined by Babbie were met and support the validity of the survey used in this study.

Scientific Survey Research Criteria. According to Babbie (1973), survey research has some significant shortcomings in relation to other scientific methods of inquiry. However, it is typically quite useful when conducting exploratory research. The present study was bound by the following principles which promote the most valid use of survey instruments.

The content of the survey is logical. The questions were primarily derived from a pamphlet which explains parental rights and responsibilities under state and federal laws described earlier in this chapter. The data generated from the survey were analyzed with the assumption that inductive reasoning can explain the relationship between the public school's effectiveness in communicating legal information to parents of handicapped children by determining the parents' reported knowledge of their educational rights.

The five identified research factors reflected in the research questions have been carefully examined and, based on the results of the pilot study discussed below, questions appeared to be simply stated and relevant to the goals of the project. Any survey questions which contained vague or confusing items were eliminated in favor of simple, open-ended questions which required elaboration. The survey questions follow logically from the research questions.

The principle of parsimony, where the most simple scientific explanation is investigated first, provided the basis for this investigator's approach in the formulation of the survey questions. After personally experiencing dozens of meetings where legal concepts and educational procedures were incompletely explained or entirely ignored by school personnel, the investigator formulated the questions to assess the parents' abilities to report legal information.

The survey instrument afforded the collection of in-depth information in an area not previously explored. A

moderately high completion rate (over 80%) was noted. This adds to the generalization of the conclusions of the research given the limitations of the small sample size and other validity criteria.

Pilot Study. A pilot study was conducted with six selected subjects. These subjects were selected because they met all but one of the criteria for inclusion in the study; they had more than one child who received special education services. They were selected because it was assumed that their knowledge was very similar to the knowledge of the targeted sample.

The pilot study made the investigator aware of the complexities of English legal terms which were then simplified to a level commensurate with a 4th to 6th grade aural comprehension level. The simplification of language improved the final version of the survey as complex legal terms were deleted in favor of a more behaviorally descriptive approach.

Use of Experts' Judgements During Development of the Survey. Given the exploratory nature of the research and the fact that few similar investigations have been attempted, as well as the limited budget of the project, the investigator relied heavily on the experience of professional Native American researchers and translators. Most of these professionals were employed at the Native American Research and Training Center of Northern Arizona University. Printed

literature from the Arizona Department of Education and Arizona public schools was also utilized. The research staff at the Institute for Human Development of Northern Arizona University made suggestions which resulted in the formulation of clear, specific, parsimonious and logical questions.

It was essential that the questions were biculturally relevant and meaningful. However, certain threats to the validity of this study cannot be overlooked. The population validity and the lack of a second adequate validity criterion stand as recognized weaknesses in this study.

CHAPTER 2

Review of the Literature

This chapter is a review of research articles and other professional literature related to special education and health service provision to Native American and Anglo persons. Similarities and differences between cultural groups and their respective access to and utilization of legal information are presented.

Parent Knowledge and Involvement in Special Education

The importance of parent involvement in the education of handicapped children has been well documented (Helge, 1980; McLoughlin, Edge & Strenecky, 1978; Turnbull, Turnbull & Wheat, 1982). Indeed, Public Law 94-142 legally mandates minimal levels of parent involvement in services to handicapped students. While many service providers still question the public schools' effectiveness in actually obtaining parental involvement, very few studies have been conducted that systematically document this apparent failure. Four studies were identified that investigated factors related to parent knowledge of their own and their children's educational rights. These factors include the complexity of language, the format and availability of written materials, and stated preferences for particular systems and sources

which provide such information (Helge, 1980; Sparling, 1981; Turnbull & Turnbull, 1982; Winton & Turnbull, 1982). These studies are discussed below.

Limited Access to Legal Information

Some researchers have discussed factors which contributed to relatively low parent knowledge of their rights. Winton and Turnbull (1982) found that the massive amount of scientific knowledge and legal information that accumulates yearly does not easily flow from the research community to the general public. They labeled this phenomenon as the trickle down theory of dissemination. Information that does eventually trickle down to consumers is frequently written in complex language and cannot be interpreted by many parents of handicapped children. The material that does become available, such as various interpretations of Public Law 94-142, is in a form that is written in English, requiring interpretation to persons who are illiterate, have low functional reading skills, or are non-English readers.

Parent Preference for Source

A study by Sparling (1981) found that most parents preferred printed materials over other media to gain information about their handicapped children. The study represented a large, representative group of parents, and included minorities. However, many Native American parents cannot read pamphlets, articles or books written in English

because of low functional reading skills, limited English-speaking abilities, or inaccessability to such materials. Sparling further noted that books on how to rear children who are handicapped are not as readily available as those which provide direction and guidance for rearing nonhandicapped children.

Turnbull and Turnbull (1982) studied parental views of the educational process and found that public schools and the mass media were identified as the least helpful of ten major sources of information about educationally appropriate services for the handicapped student. The most helpful major providers were identified as: (a) parent organizations (such as the Association for Retarded Citizens), and (b) the parents of other handicapped children. Considering the mandates of Public Law 94-142, which were to be implemented in 1975 and which explicitly involved the school as the single, most powerful medium for providing information, these findings are remarkable and warrant further investigation.

Even without the complicated barriers that language, reading competence, and availability of materials have for residents of metropolitan areas, geographically isolated persons may not be able to acquire books and pamphlets. Written materials, while evidently chosen as the preferred medium for receiving information by most parents, are not necessarily desired by nor available to all minority parents or geographically isolated parents (Helge, 1980).

Rural Residency and Health Service Provision

Limited data is available on parents' access to legal information related to their children's special education services. Studies that are related to the delivery of general health care services provide insight and information to aid the understanding of parental involvement when acquiring special education services. For this reason, the following sections include studies of adult access to and utilization of general health care information.

A comprehensive study of rural health care by Omohundro, Schneider, Marr, and Gronnemann (1983) resulted in the compilation of many important findings which relate to special education service provision. The compendium by Omohundro and colleagues (1983) suggested that numerous barriers existed to rural health care provision and rehabilitation. In rural areas there are fewer health services available with fewer competent health and education professionals attracted to rural areas (Davis & Marshall, 1975) and this reduces special education and other services to students (Fratoe, 1978). Barriers such as these effectively reduce or eliminate certain special education services. These reports provide insight to the nature of limited service delivery to Native American and Anglo children who reside in rural areas of northern Arizona.

Need for Services Reported by Adults

It is interesting to note that, as demonstrated in two independent studies, rural disabled adult residents evidently do not experience the need for services as acutely as do disabled residents of metropolitan areas (Auerbach, 1976; Liu, 1978). In the study by Auerbach (1976), one of the more surprising outcomes was that 85 percent of the rural elderly stated that they needed nothing, while over 45 percent of the urban elderly reported needing more money and over 15 percent stated needs for improved health care, more police protection, protective legislation, improved transportation and better nutrition. Auerbach noted that the rural elderly reported needing less or nothing, yet they were older, more isolated, lived in poorer quality housing and had lower incomes.

The study by Liu (1978) was similar, stating that urban dwellers received more services yet indicated a greater need than rural residents. Also, Liu suggested that rural residents were less informed of the availability of such services. This lack of informedness was emphasized in a study of disabled rural residents of eastern Oklahoma, northwest Texas, and southeastern and north central Arkansas.

> Rural disabled individuals need to be effectively informed of the services currently at their disposal. Some 40% of the working-age survey respondents were not familiar with DVR (Division of Vocational Rehabilitation), although more than 60% of these same individuals were interested in services (Omohundro et al., 1983, p. 70).

Seventy-three of the 456 individuals surveyed in the study by Omohundro et al., were adult Cherokee Indians.

It appears, then, that some urban dwellers have experienced needs that, measured by objective standards, do not evolve from having health or economic problems as severe as those experienced by rural residents. Rural residents suffered worse economic hardship and lower housing standards but were less likely to express a need for assistance. Research by Omohundro et al., (1983) concluded that rural residency is also positively correlated with a lack of informedness of available rehabilitative services.

It is likely that a similar lack of awareness is contributing to reduced special education services to minority and majority culture parents and their handicapped children who reside in similar rural environments. The assumption that disabled consumer participation increases with exposure to or knowledge of services has long been supported by the Western Interstate Commission for Higher Education (1969), Project Impact (Long, 1978), and Project Star (Long, 1973). Conversely, disabled consumer participation may be minimal in rural areas where students are already experiencing a reduced variety of special education services.

Barriers to the Provision of Health Services to Minority Persons with Handicaps

A compendium of nationwide research to identify the quality and quantity of minority participation in the

developmental disabilities movement was published in 1979, four years after the passage of Public Law 94-142. The study, entitled The Developmental Disabilities Movement: A National Study of Minority Participation (DHEW, 1979), included information about specific characteristics of minority consumers of human services. Barriers to service provision to minorities with developmental disabilities were noted and these are discussed below.

Outreach and Minority Client Contact

The national study of minority participation in the developmental disabilities movement (DHEW, 1979) surveyed both service providers and recipients. A sample of 1200 agencies was identified and subjects providing and receiving services were required to respond to questionnaires. Two of the major portions (Sections III, IV) of the questionnaire included services and methods of client referral (Section III) and participation (Section IV). Results indicated that the schools were the third highest referral agents for developmentally disabled minority persons (13%) following "self referral" (14%) and "other agency referral" (32%). The rate of the schools' referral of non-minority clients to the health centers was similar (12%).

Methods used to reach majority and minority culture parents through outreach programs were highly similar with minority and majority culture participants. Visits to other agencies, home visits, leaflet distribution and community

meetings were the predominant methods of making contact with prospective minority clients.

Poverty and Minority Culture Concerns with Survival Issues

Poverty prevented parent attendance at meetings because they couldn't afford to hire a sitter to care for their children and costs associated with travel to the service center were also prohibitive (DHEW, 1979). Problems related to residency a considerable distance from the service center (DHEW, 1975; Reschly & Jipson, 1976; Sontag, 1972) and, importantly, low exposure to and lack of knowledge about services by the developmentally disabled individual were significant barriers. This latter barrier has historically been significant for minority groups, including disabled black adolescents (Wyatt, Reardon & Bass, 1977), Japanese (Chomor, 1974), as well as Navajos (Roger, 1967), Papagos (Analysis of determinants, 1983) and other Native American groups, including Alaskan natives (U.S. Department of the Interior, 1975). Financial problems and concerns with more pressing survival issues have been reported as preventing application for and participation in human service programs. Outreach programs have been recommended to maximize service provision (Eyman, Boroskin, & Hostetter, 1977; Justice, 1971; Western Interstate Commission for Higher Education, 1969).

The outcome of this comprehensive study identified four predominant factors which prevented minority populations from knowing about and using services. These are presented in

order of predominance: (a) lack of information about the agency (63%), (b) family too involved in survival issues (45%), (c) lack of transportation (36%), and (d) language barrier (32%). Similar barriers undoubtedly prohibit or reduce education and health services to minority school-aged children who reside in rural areas.

The following section focuses on studies from school and community mental health centers. It was necessary to draw parallels between the academic and mental health settings because minority parent behaviors in the mental health settings are assumed to be similar to their behavior in the school setting. The lack of information about minority parent behavior in the school setting necessitated these comparisons.

Cultural Factors Influencing Native American Parent Attendance and Participation During Special Education and Human Service Meetings

The traditional psychoeducational assessment process, followed by legally-mandated procedures (Individualized Educational Plan creation, for example), may not be successfully informing Native Americans of their rights and responsibilities (McShane & Beiser, 1983). Since majority culture parents are evidently not attending IEP meetings nor receiving the necessary and critical information that was intended by legislators to be provided during such IEP meetings (Goldstein, Strickland, Turnbull, & Curry, 1980), it is even less likely that Native Americans are attending

important meetings where educational information is disseminated and explained.

Therefore, the following sections address low attendance rates by Native Americans, concepts of time, concepts of health, and communication styles of Native American persons. This clarifies minority parent participation in the special education process.

Low Attendance Rates

In the study by Goldstein et al., (1980), researchers attempted to complete an observational analysis of IEP conferences. A full third of the majority culture parents failed to attend. It is very probable that the rate of Native American nonattendance at such meetings is much greater than 33 percent and has been estimated to be approximately 66 percent or higher for Navajos in communities which border the Navajo reservation in Arizona (S. White, personal communication, May, 1984).

In an analysis of 17 community mental health centers, Native Americans had a 25 percent higher failure-to-return rate following the initial therapy session than did Anglos (Sue, Allen, & Conaway, 1978). Navajo parents of handicapped children have cultural characteristics which are variant from the majority culture and which are likely to reduce attendance rates (Henderson & Avallone, 1967).

The quality of interaction between minority culture parents of handicapped students and special education service

providers could be contributing to a low attendance rate at IEP meetings. This has been suspected to be a major problem in mental health delivery systems serving Native Americans (Sue et al., 1978). Fewer opportunities for service provision are likely to be due to insensitivities to minority characteristics including variant concepts of time and health as well as unique interpersonal communication styles.

Concepts of Time. Native Americans and Anglos have different perspectives on planning for and using time (hours/days/weeks). J. F. Bryde (1971) notes in Modern Indian Psychology that the information dissemination in the mainstream society has failed to account for differences between the majority culture and Native Americans involving time. According to Bryde, Native Americans maintain that schedules indicate a lack of flexibility and demonstrate a certain amount of insincerity. Thus, they frequently overlook rigidly scheduled events. While no simple solution to the consequences of this cultural difference can be offered here, it is well known by service providers who have a significant number of Native American clients that they regularly fail to keep appointments or attend scheduled meetings (J. C. O'Connell, personal communication, April, 1984).

Concepts of Health. Native American views on illnesses and disabilities are culturally variant from those of the Anglo society (Cunningham & Cunningham, 1985). Physical illness is viewed by Navajos as a spiritual consequence for

earlier destructive or careless behaviors (M. Bain, personal communication, May, 1984; Lewis, 1981).

Moore and his colleagues have discussed culturally related perceptions of illness and health:

> Health and disease then, far from being unchanging phenomenon, are intrinsically variable. They vary as a result of society's interpretation of health and disease through changes in the biological and cultural factors causing disease and through biological and cultural adaptations concerning health (Moore et al., 1980, p. 12).

As with current scientific hospital and medical practices that are at odds with Native American methods for treating physical health problems, the treatment of mental health disorders and educational handicaps is also conceptually variant between Anglo and Native American cultures (Beiser & Attneave, 1981; Jilek & Jilek-Aall, 1981; Lewis, 1981). These conceptual variations are discussed in greater detail in the paragraphs which follow.

Native American parents may view their children's handicaps in a conceptually variant manner than Anglos as well. Stated another way, Navajos may interpret seizure activity, for example, as the result of spiritual consequences for a previous act in contrast to viewing the problem as the result of an organic brain syndrome. Medical or psychological explanations provided by non-Native American service providers may be received with mistrust.

One study, cited below, recognized a certain degree of suspicion and mistrust following the recommendation by predominantly non-Native American school personnel that the

child of a Native American family be placed in special education classes. The Native American views were encapsulated by remarks in Young Native Americans and Their Families: Educational Needs Assessment and Recommendations (1976):

> While we were told during interviews that Native American parents traditionally preferred not to subject their handicapped children to special education programs or medical interventions, it appears that such attitudes are progressively changing (p. 51).

The general unwillingness of some Native Americans to become more fully involved in the educational process with their handicapped children may be the result of divergent perspectives on the etiology of physical, mental and educational handicaps. While the above source indicates that attitudes are changing, traditional Native American and majority culture medical and educational practices are far from being complementary.

Styles of Communicating Legal and Special Education Information

As mentioned above, traditional Native American perspectives on handicapping conditions are variant from more scientific Anglo views. These differences have implications for the manner in which information is provided during educational planning meetings.

Educational planning meetings were designed to facilitate communication and create sound educational programs for handicapped children (Turnbull & Schulz, 1979). They were designed to allow parents to receive information about their rights as well as to maximize their

level of involvement and responsibility in educating their children in as appropriate a fashion as possible. The current educational policies that require this communication process are well intended, but the communication processes themselves may be ineffective with Native American parents (O'Connell, 1985). Communication difficulties have reportedly been related to linguistic variances (Young, 1967), the rate and quantity of speech of the service provider (Goldstein et al., 1980), varying norms for non-verbal and verbal interactive behaviors (Cunningham & Cunningham, 1985; Henderson & Avallone, 1967) and other factors presented below.

Linguistic Variances. Robert Young (1967) has analyzed linguistic variances between the Anglo and Navajo cultures. He maintains that cultural and linguistic systems are indivisible; language systems establish habits of thinking, perceiving, and reacting to the world. The school-based procedures which were developed to accomplish the intent of the educational laws for the handicapped student reflect concepts which are integral to the English language. While educators may recognize that verbal and non-verbal means of communicating are involved in the IEP meeting and in the interpretations and explanations of psychoeducational findings, research by persons evaluating Native American perceptions and communication styles has not made a

significant impact on adapting special education procedures for this cultural group (Bransford, 1982).

Young's findings suggest that if the educational planning team or a group of professionals employed by the school who are in attendance at the IEP meetings are predominantly non-Native American and are somewhat unaware of Native Americans' language characteristics, they might overlook a parent's level of oral and written comprehension of English. They might also overlook linguistic variances and be unaware of how these influence the parent's understanding of the information being provided. Therefore, many Native American parents may respond to the meeting held by predominantly non-Native American school personnel in a manner which is inconsistent with the school personnel's expectations.

Rate and Quantity of Speech of Service Provider. A study previously cited (Goldstein et al., 1980) involving observational analyses of parent participation in IEP meetings indicated that, in addition to a high level of nonattendance, the majority culture parents were themselves overwhelmed by the verbal behaviors of the resource room (special education) teacher in attendance at the conference. Goldstein and her colleagues explained that the resource teacher talked more than twice as much as the average parent and that important topics (placement, special education services, rights and responsiblities, individuals responsible

for IEP implementation and future contacts) were very minimally addressed. The importance of this study for Native Americans in attendance at IEP meetings is considerable because a high degree of mutual verbal exchange is not likely to occur between a majority culture resource room teacher and a Navajo parent, especially when linguistic and communicative differences are known to exist.

Withdrawn Behaviors of Native Americans. Henderson and Avallone (1967) indicated that Native American Navajos are seen as psychologically withdrawn during face to face encounters with Anglo health service providers. They indicated that a low level of verbal interaction is most typical for Navajos until a trusting relationship has been demonstrated. Normative communicative behaviors also include less eye contact than is normal for Anglos, an action typically interpreted by the majority culture as disinterest or aversion of some type. Thus, a highly verbal individual who is insensitive to the cultural characteristics of the Navajo people may interpret such silence and low levels of interaction as indicative of a lack of concern or an unwillingness to participate.

Henderson and Avallone have determined that Navajos would be more typically "withdrawn" than participants from the majority culture during critical early contacts with the staff. Ethnographic studies conducted by Cunningham and Cunningham (1985) have described Anglos' perceptions of

Native Americans' "withdrawn" behavior as "...interaction and non-verbal communication traits which have clear and immediate implications for instructional strategies (with minority students)" (p. 5). The implications of cultural variances in communication styles may be significant during the majority culture educator's communication of legal and educational information to Native American parents.

According to the Cunningham study, Navajos are likely to avoid any lengthy eye contact and to use prolonged periods of silence as a meaningful part of interaction. This withdrawn behavior could quite possibly lead to shorter meetings. Thus, information being exchanged about the particular child's needs and other inadequate communications that may relate to the parents' and children's rights may leave Native American parents at a disadvantage. These withdrawn behaviors are unlike those exhibited by Anglo parents during their first IEP meeting because the withdrawn behaviors are more ingrained and are consistent, acceptable, and expected behaviors within the Native American culture.

Knowledge of Native American Values. The consequences of the lack of awareness of the aforementioned normal Navajo behaviors and values by majority culture school personnel may be to effectively exclude these parents from participating in, comprehending and ultimately utilizing the information that would have been gained during meetings. A study by LaFrombroise and Dixon (1981) that involved young Native

Americans supports this, having concluded, "The ethnicity of the (Indian/non-Indian) counselor may not be important provided that the non-Indian counselor is trained to use culturally appropriate communicative and trustworthy behaviors in the interview" (LaFromboise & Dixon, 1981, p. 138).

Furthermore, O'Connell (1985) has recently proposed an educational service delivery model which emphasizes ethnographic studies and intensive analysis of traditional values, beliefs, and practices of specific tribes prior to attempts to deliver human services. This model provides an alternative to the direct, traditional Anglo attempts to provide health and educational services. The concept of studying and utilizing cultural and ethnic differences to enhance communication during counseling and psychotherapy continues to be supported by the American Psychological Association (S.D. Johnson, personal communication, February 1987). It is plausible that an increased understanding of Native American values and beliefs would likewise enhance communication between Anglo public school personnel and Native American parents of handicapped children.

Historical, Legal and Political Factors Influencing Special Education Service Delivery

This section describes historical and political factors which either furthered or detracted from special education service delivery. Specific references are made to the Navajo tribe where applicable, although parent involvement and informed consent and participation are also discussed.

Administration of Educational Services to Navajo Students

The Navajo culture has experienced a variety of educational delivery systems that have developed as a result of changing political influence and policies regulating the education of Native American children (Ramirez & Smith, 1981). The federal government had, prior to the Indian Citizenship Act of 1924, maintained that Native American affairs were to be governed solely by the federal government. Of course, this included education on the reservations. According to Ramirez and Smith, the government first contracted with religious orders to provide education to Native Americans and later developed schools directed entirely by the federal government.

With the passage of the Johnson-O'Malley Act in 1934, states became increasingly responsible for educating Native American children. While the act gave the Secretary of the Interior authorization to contract with states for education and other services, the federal government continued to maintain schools through the Bureau of Indian Affairs. Ramirez and Smith maintain that the diverse delivery systems resulting from state and federally operated schools and other policies supporting Native American self-determination in operating educational programs (Public Law 92-318, Indian Education Act of 1972; Public Law 93-368, Indian Self-Determination and Education Assistance Act of 1975) increase the likelihood that handicapped school-aged children will be overlooked.

The problem of verifying the prevalence of disabilities and identifying the sources of services provided to Native Americans has also been noted by Morgan and O'Connell (1985) of the Northern Arizona University Native American Research and Training Center. These authors have stated "...services provided to Native Americans have been difficult to determine because of a complex system of services for disabled Native Americans that involves tribal, local, state, and federal governments." (p. 2).

Student Utilization of Services in Relation to Parent Involvement in Special Education

Handicapped children's educational successes or failures are likely to be influenced by the advancement or limitation of the parents' involvement in the special education process in the public school setting. In 1973, a national study was conducted by the Department of Health, Education and Welfare which cited the importance of student and parent expectations and their consequences in classroom performance. The study measured the extent to which parents engaged in activities which supported school achievement. It was found that parents' participation in school activities was quite important if their children were to be successful in school (HEW, 1973). In a study which parallels this, Renne and Moore (1978) found that "a parent's estimate of a child's abilities closely approximates the results of the final (psycho- educational) testing" (p. 31). Both studies support parent involvement, and such involvement represents the

philosophical foundation of the development of Public Law 94-142 (Turnbull, Turnbull & Wheat, 1982).

These studies demonstrate the importance of parental awareness and involvement in their handicapped children's educations. Given the language differences and cultural barriers encountered by Native Americans, it is unlikely that monolingual Navajo parents will be able to sufficiently comprehend their handicapped children's capabilities as assessed and communicated by majority culture school personnel. As research supports a nationwide failure to involve parents with the mandated educational procedures stipulated in Public Law 94-142 (Turnbull & Turnbull, 1978; Turnbull & Turnbull, 1982) this has even more extreme implications for Native Americans.

Research by Mayeske (1980) also determined that involving parents in the educational process has not been as straightforward nor as engaging as it could be. Mayeske interviewed and analyzed the responses from 2,500 parents from 438 school districts in 46 states. Among the less positive findings, the following statistics were discussed.

Over one half of the school districts covered in the survey did not have a program to prepare parents in any way for the educational planning process (where educational plans are created). Smaller schools, such as public schools which border the Indian reservations, were having greater difficulty in meeting the IEP requirements than were larger school districts. Finally, forty-three percent (43%) of the parents

reported feeling that the annual goals of the IEP did not fully meet the educational needs of their children. From these statistics it could be assumed that Native American students, as well as most persons of any cultural group residing in rural areas with small schools, may be at a greater risk of being educationally underserved than those in metropolitan areas.

Program Administrative Reviews

The federal government has employed auditors and has created methods for monitoring this potential for unequal service provision. One method the government has used to monitor the validity of studies and to ensure the proper provision of services to handicapped students involves a systematic series of evaluations known as Program Administrative Reviews (PARs). These are conducted every two years by the Federal Office of Special Education and Rehabilitative Services to assess, among other things, whether or not states are in compliance with federal legislation for handicapped students.

A review of the PARs by the National Committee for Citizens in Education (1979) resulted in some alarming findings. Twenty-five states were cited for inadequate efforts to recruit parents for IEP meetings and thirty states were cited for failure to arrange timely notification and convenient meeting times for parents. Many of these states also had inadequate records with respect to later proving

that they had attempted to reach parents. Forty states were cited for infractions that revolved around inadequate procedural safeguards, such as failure to give prior written notice to parents about their child's placement and obtaining consent for such placement.

These infractions represent some rather gross injustices for both children and parents and were predominantly the result of neglect or omission. Consequently, these oversights continue to retain parents in the inferior roles of scapegoats, as program organizers, and do not promote their legally protected positions as equal partners in educational planning (Kirk & Gallagher, 1979).

Increasing Parent Involvement by Obtaining Informed Consent and Participation

Several researchers have analyzed problems related to the special educators' failure to maximize parent involvement in the special education process. Some have focused on the legal aspects of initially obtaining informed parental consent and participation as this is frequently viewed as the necessary precursor to subsequent educational service delivery to the student (Budhoff & Orenstein, 1982).

Informed consent is a necessary prerequisite to due process as described in Public Law 94-142 (Phye & Reschly, 1979). Shevin (1983) has presented various aspects of current professional practice by school psychologists and special education directors which serves to either involve or exclude parents from full consent and participation during

IEP meetings. The four conditions are described below and include: (a) uninformed consent, (b) uninformed participation, (c) informed consent, and (d) informed participation.

Uninformed Consent. Shevin maintains that "uninformed consent does not exist as an administrative practice" (p.17). For example, a parent's signature on an IEP form is interpreted as an indication that the parent has been informed of the plan and educational rights, has understood these rights, and has understood the relative benefits and risks of the proposed placement. Also, the signature also implies that the parent was informed of alternative placements or programs. Of course, this is not always the case.

Uninformed Participation. In this case, according to Shevin, parents propose long-range goals which professionals then assist in implementing. The outcome of this role on the part of the professional service provider is one of a "neutral technician" (p. 18) rather than as a resource to the parent as one who is aware of at least some appropriate additional or alternative educational goals.

Informed Consent. Informed consent occurs when a parent consents to a program outlined by a group of professionals which has resulted in the parent's understanding of their

rights, the rationale for the placement or plan, and the potential benefits, risks and feasible alternatives to such a placement.

Informed Participation. Shevin advocates for the parent's role and level of participation in a process known as informed participation. He describes informed participation as requiring active parent involvement and ongoing commitment. He readily acknowledges that all parents are not willing to make such a commitment. Positive effects of this type of involvement and participation include increased continuity to a child's program, parental access to information, resources and alternatives for the child, the creation of realistic and attainable goals, and the potential for having at least one child advocate on the team (the parent) who does not have conflicting responsibilities to the child as well as the educational institution.

Shevin has identified conflicts of values on the part of the service provider who must serve the child and operate within financial and other parameters established by the institution. Alternative and potentially more costly programs are not presented by service providers when parents participate in uninformed consent and uninformed participation models. Shevin's perspective identifies the important factors of: (a) increased time commitment on the part of the school psychologist or special education director in attempting to implement the informed consent and

participation models as well as, (b) the increased level of involvement on the part of the parent. Again, it is clear that parents' preferences for certain levels of involvement vary from one parent to the next.

Goldstein and Turnbull (1982) have proposed strategies for school personnel to use when attempting to increase parent participation during IEP meetings. These resulted from their study involving majority culture parents. The strategies included mailing a series of questions home to the parents prior to the IEP meeting which concerned the parents' goals for their child, the student's educational potential, and the development of the IEP. A second strategy involved the use of a counselor who served as a parent advocate. The advocate facilitated communication with the parents and other persons attending the conference.

The researchers concluded that: (a) a significantly larger proportion of fathers attended conferences when the questions were mailed home, and (b) the parent advocate's presence and involvement was a significant factor in increasing parent verbalizations during the meetings. Despite the various levels of involvement demonstrated between three groups (control, questions supplied, advocate supplied) it is interesting to note that all parents indicated satisfaction with the meeting and the resultant IEP regardless of their level of participation.

From yet another perspective, McMillan and Turnbull (1983) cautioned against zealously involving parents of

handicapped children while possibly ignoring the parents' individual preferences. They disagree with advocates who sometimes imply that personal involvement is good for all parents, and support those parents who choose not to be involved when they believe that non-involvement will be more beneficial to their handicapped child, their family, or themselves.

Summary

Researchers have indicated that many states are not in compliance with federal laws governing special education procedures such as Public Law 94-142 (Mayeske, 1980; National Committee for Citizens in Education, 1979). Some of these infractions included failure to locate and communicate with parents regarding their children's suspected and verified handicaps, proposed placement and instructional goals, as well as explanations of the parameters of the parents' and children's legal rights. This neglect has distinct consequences in relation to limiting the opportunity parents have for obtaining legal information and insuring their full participation in the special education process.

These institutionally related infractions of parent rights are compounded by culturally variant perspectives on disabling handicapping conditions as held by some Native Americans. Therefore, serious oversights in the education of handicapped Native American students are occurring (Bryde, 1971; Helge, 1980; Ramirez & Smith, 1981), while distinct

oversights with majority culture parents and their children have also been clearly indicated (Goldstein et al., 1980).

Studies have strongly suggested that the Native American culture consists of values and behaviors which are variant from the majority culture (Cunningham & Cunningham, 1985; Lewis, 1981; Morgan & O'Connell, in press). Culturally influenced Native American parent behaviors (limited eye contact, for example) and values can be misinterpreted by Anglo service providers as indicative of mistrust or aversion. Poverty, language preference and cultural factors can play a role in the lack of Native American attendance and participation in IEP meetings (Omohundro et al., 1983). Indeed, it has been documented that non-Native American parents are dominated and intimidated by service providers and other educational experts during such meetings (Goldstein et al., 1980). Therefore, research indicates that many parents appear to be at a distinct disadvantage when obtaining and utilizing educational and legal information.

Problems involving parent consent and participation have been identified (Shevin, 1983). Strategies have been proposed for increasing parent participation during IEP meetings (Goldstein & Turnbull, 1982). However, parents have generally reported satisfaction with IEP meetings and the resultant IEP <u>regardless of their personal levels of involvement and number of verbalizations</u> (Goldstein et al., 1980). Goldstein and Turnbull (1982) also found that the use of advocates and an intervention prior to the IEP meeting

(questions sent to the parents in the mail) increased the parents' verbalizations and apparently prompted more fathers to attend the meetings, respectively. Researchers have also stated that parents who have a great deal of stress in their lives and who have responsibilities to themselves or other family members may prefer not to become very involved with special education. Turnbull and MacMillan (1983) maintain that parents' personal preferences should be respected.

CHAPTER 3

Methodology

The purpose of this chapter is to describe the research methodology of this study. This chapter includes a description of the subjects and demographic information, including the economic and cultural characteristics of the sample. The development of the instrumentation is described, and the research design, procedure and data analyses are presented.

Sample

The sample for this study initially included 45 natural parents or legal guardians of handicapped children who were attending a rural, public school system in northern Arizona. The sample included 23 Navajos and 22 Anglos who resided in or near this rural community. They were initially identified because of the researcher's access to the school district's special education records. The researcher was employed as a half-time school psychologist during the study. Characteristics of the community, school system and specific sample selection criteria are presented below. The Superintendent of Schools in the targeted community requested that the the name of the town be withheld.

Characteristics of Community and School System

The subjects were residents of a small, rural community of 8,000 persons (U.S. Department of Commerce, 1982) or lived

on the Navajo Reservation. The Navajo Reservation borders the community to the north, and includes an area approximately the size of the State of Connecticut. The community from which the sample was drawn was composed largely of Anglo and Native American persons, with the ratio of Anglos to Native Americans being approximately 3.5:1 (U.S. Department of Commerce, 1982).

The cultural composition of the targeted community consisted of 65% Anglo, 18% Native American, 3% Black, and the remaining 14% included Spanish Americans, Mexican Americans, Chinese, and others. Annual incomes reported by residents in 1979 were bimodal, with $10,000 and $15,000 being the most frequently reported (U.S. Department of Commerce, 1982).

The targeted school district and the town which it serves is typical of other communities which border the Navajo Reservation in terms of per capita income, cultural composition, and industry (U.S. Department of Commerce, 1982), and also in terms of educational services and special education services provided for school-aged children (S. White, personal communication, April, 1984). The school system has a primary school, two elementary schools and a junior-senior high school. Special education services were offered in all four schools and included a total of three resource rooms and two self-contained special education classrooms. The school system had three full-time special education teachers, a special education director, a full-time

school psychologist and a half-time school psychologist as well as a secretary for the special education department. Other special education service providers included an itinerant speech therapist and an itinerant occupational/ physical therapist. Guidance counselors were employed only in the high school setting.

Sample Selection

The sample selection included the criteria discussed below for each of the two groups. The selection of the sample was intended to maximize the inclusion of all parents who had a reasonable length of time to acquire legal and educational information. Thus, the children had to be attending 4th grade or higher. At the same time, it was necessary to restrict, in a systematic manner, the number of opportunities the parents would have had to attend multiple special education meetings within a given time period. Thus, parents selected for inclusion in the study could have only one handicapped child. A review of school records indicated that the distribution of children across handicapping conditions was equivalent between groups. Other specific criteria for inclusion are now presented.

Navajo Sample Selection. The criteria for a Navajo parent to participate in the study included the following: (a) an adult of Navajo descent who was at least 50% Navajo Indian blood, (b) a parent or guardian of a Navajo handicapped child who was attending the targeted public school

system and enrolled in a grade from 4 through 12, (c) a parent with a child previously identified as handicapped according to state and federal education laws, and who was then receiving special education services, and (d) a parent who had only one child who was ever classified as handicapped. A parent must have met all of the above criteria to be considered for inclusion in the sample.

Anglo Sample Selection. The Anglo subjects participating in the study were required to meet essentially the same criteria as the Navajo parents, with the exception of cultural group membership. These criteria included: (a) a parent or guardian of Anglo descent or who was not otherwise identifiable as a member of any minority group, (b) a parent or guardian of a handicapped child who was attending the targeted public school system and enrolled in a grade from 4 through 12, (c) a parent with a child previously identified as handicapped according to state and federal education laws, and who was then receiving special education services, and (d) a parent who had only one child who was ever classified as handicapped.

Instrumentation

The study employed a survey instrument that was designed for this study and for future investigations of the knowledge that majority and minority culture parents have about their educational rights. The instrument was developed by this researcher to be used in face-to-face interviews with the

parents. The terms "interview" and "survey" are used interchangeably throughout this paper and refer to the article contained in Appendix A. The survey was initially written in English, revised following a pilot study, and then translated into a linguistically equivalent Navajo version which was recorded on audio cassette tape. The survey content, survey format, and the development of linguistically equivalent surveys are presented below.

Survey Content

The content of the survey reflects demographic information of the sample followed by five areas of parent knowledge related to legal and educational information. The demographic information includes cultural identity, language preference during the interview, the subject's place of residence, age, relationship to the child, extent of schooling, expected annual family income, and the provider's job role or the major source of income.

The five areas of inquiry beyond the basic demographic data are based upon information contained in a pamphlet entitled: "Rights and Responsibilities of Parents and Schools in the Education of Handicapped Children" (Appendix B). The pamphlet was printed in 1982 by the Arizona Department of Education and reflects the laws and regulations governing special education programming throughout the State of Arizona. The pamphlet states:

> The question and answer format reflects the laws and regulations governing Special Education found in Public Law 94-142, The Education of the Handicapped

> Act; Arizona Revised Statutes; and the State Board of Education Rules and Regulations (p. 1).

The content of the pamphlet reflects information for parents which is to be reviewed prior to the actual provision of special education services (Public Law 94-142, subpart c). The pamphlet contains information which encourages the parent to assume an active role in the special education of their child:

> You, as the parent, are the primary helper, monitor, coordinator, observer, record keeper, and decision maker for your child. You are an expert on your child and should not feel intimidated or out of place with the school. It is your right to understand your child's diagnosis and reasons for treatment recommendations and for educational placement (p. 10).

The mandated procedure is to distribute this pamphlet to each parent prior to the IEP meeting. All parents participating in this study should, therefore, have received the pamphlet and/or had their rights explained to them so that they could participate in the educational planning process as informed and active members of a team. The five areas of parent knowledge investigated in this study came largely from information contained in this pamphlet. The areas include: (a) parent knowledge of legal and educational information, (b) parent knowledge of sources of legal and educational information, (c) parent understanding of educational processes and special education laws, (d) parent attitudes (personal satisfaction/dissatisfaction) regarding their child's special education program, and (e) parent level

of personal activity (active/passive) when acquiring legal/educational information and assistance for their handicapped child.

In summary, the content of the instrument was designed to measure five variables which are reflected in the research questions. These five content areas were derived from a pamphlet designed by the Arizona Department of Education. The purpose of the pamphlet was to inform parents of the rights and responsibilities of the parents and the school system in identifying and serving the needs of handicapped children. Additional questions included in the survey assess the parents' attitudes towards the children's existing special education programs and the level of personal activity (passive/active) that they have engaged in during planning meetings and other interactions with school personnel.

Survey Format

The survey format was developed through analyses of studies with similar purposes. The examiner also followed suggestions described by Babbie (1973), Kerlinger (1973), and Parten (1950). The majority of the questions in the survey required a yes/no response type, while other responses provided similar dichotomous categorization (accurate/inaccurate, passive/active). The survey can be found in Appendix A.

Parents were also given the opportunity to respond to open-ended questions. This provided more in-depth information. This type of question was included to allow for more elaborate and in-depth information on certain topics.

Probe Questions. Probes were added to allow the interviewer to explicate vague or incomplete responses in a systematic manner. Probes are minor questions which are highly related to a broader, usually more general question. By providing probes and open-ended questions in the survey, the researcher was able to pursue and clarify important ideas without detracting from the systematic nature of the instrument.

The format of the survey required the examiner to record a response number in the column to the right of the question following the subject's verbal response. With certain items, the researcher recorded responses verbatim for later analysis. Verbatim responses were employed when the examiner asked for definitions of legal or educational terms such as "mainstreaming."

Changes in the Survey Following the Pilot Study

A pilot study was conducted to identify potential problems and limitations of the initial survey instrument. Six persons (three Navajos and three Anglos) were identified because they met all of the criteria for inclusion in the study with the exception that they had more than one handicapped child who had ever received special education services. They were chosen because it was likely that they would respond in a manner similar to the targeted population.

After the pilot study, the following changes were made: (a) linguistically equivalent surveys were created so that Navajos and Anglos would be asked questions that had the same

meaning regardless of the respondent's language preference, (b) a Navajo translator was employed to administer the survey to subjects preferring to speak Navajo during the interview, (c) the language of the instrument was simplified so that it could be more easily understood, (d) complex legal terms were eliminated and were replaced with more behaviorally descriptive terms, and (e) probe questions were written and incorporated for the reasons presented above.

Linguistically Equivalent Surveys. Navajo and English versions of the instrument were created so that the researcher could, with confidence, administer linguistically equivalent surveys to all subjects regardless of language preference. The method utilized in the creation of the equivalent versions of the instrument is known as "back-translating," and the actual procedure is now described.

Two professional Navajo translators participated in this process. Translator A was given a written (English) copy of the survey and made an audio cassette recording of the administration of the survey in Navajo. This included the introductory remarks and all questions, including the probe questions. Following this process, the researcher received verbal feedback from the translator and responded to the recommendations. These changes included altering questions that were not compatible with the linguistic properties of the Navajo language. A revised English version was written, reviewed by Translator A and, again, translated into Navajo on an audio cassette by Translator A. Translator A again

listened to the tape and made minor changes in the Navajo recording until she found it to be as "equivalent" in meaning to the written English version as she thought possible.

The examiner then presented only the audio tape to Translator B and asked him to "back-translate" the content of the tape into English. Translator B was completely unaware of the survey content until this time. Through this repeated process of transcription and back-translating, essentially equivalent versions of the instrument were obtained in two languages. The final version of the Navajo audio tape was studied by Translator A so that she could present the survey in a manner consistent with the content of the tape. She later verbally administered the survey to Navajo parents in their native language upon request.

Procedure

This section describes the interview settings and the activities of the examiner, as well as the translator, which immediately preceded the interview. This section also describes how the examiner obtained permission to proceed with the interview, and explains the necessity of providing both school-based and home-based interview procedures. The procedures employed in this study met the approval of the Institutional Review Board of Northern Arizona University. Dr. Richard Packard, Assistant Vice President for Academic procedures on March 13, 1984 (Appendix D).

Settings

Two settings were necessary for the interviews due to the likelihood that many parents would not attend the meeting at the school. The Director of Special Education for the targeted school district had reported that parent attendance was typically low. The procedures used in the two settings are now presented.

School-Based Interview Procedure. The school's Director of Special Education was responsible for arranging annual review of placement meetings for each handicapped child and requested that each parent participate at these meetings at the public school's office of special education. The purpose of the special education meetings was to review each child's IEP and to write new goals and objectives for the following academic year.

Because of the timeliness of this annual review which required the parents of each handicapped child to attend a meeting, the researcher coordinated the interviews to occur immediately following the annual review of placement meetings. These meetings took place in the special education office which was housed in an elementary school. All school-based meetings were held in a conference room near the special education office within the elementary school. The examiner did not participate in the planning meetings but waited outside of the conference room until the meeting was over. At this time, the Director of Special Education invited the examiner into the conference room, introduced the

examiner by name and left the room. She did not explain the intentions of the examiner, nor did she express any personal interest or involvement in the study.

Based on previous knowledge of each parent's language preference, the Special Education Director could determine the need for the participation of the Navajo translator prior to the beginning of the interview. Therefore, the translator was notified regarding her participation on an individual meeting basis. The translator, an employee of the school, would remain in the room with the examiner when necessary. The researcher then explained the purpose of the study and requested parental participation. If the parent was a monolingual Navajo, the translator would translate the comments made by the examiner into Navajo for the parent. This procedure of the English version being presented to the translator and restated by the translator was followed throughout the entire interview process for monolingual Navajos. If the parents chose to participate in the study, a consent to be interviewed form was read aloud to the subject and signed or authorized by fingerprint. Navajos who did not write used a fingerprint as a method of authorizing their consent and agreement. A copy of the Consent to be Interviewed Form is contained in Appendix C.

It should be noted that the Consent to be Interviewed Form fully outlines the purpose, intent and procedures of the study in basic English language. The examiner read the content of the form to further guarantee understanding of the

content by the parent and this also encouraged the parent to ask any questions they might have had regarding the nature of the study.

If the parent agreed to the terms of the study, the questions were begun in a serial manner. When monolingual Navajo parents were interviewed, as mentioned above, the examiner would read each item, the translator would interpret the item, and the parent would respond. The translator would then interpret the subject's response in English and the examiner would record the subject's response on the protocol. This gave the examiner control of the interview process and allowed him to, for example, request more information through a probe question. Thus, the Navajo translator did not make decisions about whether a probe question would be used or clarification sought from any parent.

Home-based Interview Procedure. As mentioned above, it was anticipated by the Director of Special Education that some parents would not be able to participate at the school or would choose not to do so. Home-based interviews were essential to maximize the number of subjects who might participate. If a parent failed to attend the scheduled meeting at the school, a home-based visit was scheduled. The Director of Special Education, the translator, and the researcher traveled to the individual residences of Anglos and Navajos in the community and on the Navajo Reservation.

The research procedure at the parents' homes was essentially identical to that described for the school

setting. Item 15 of the survey (What kept you from coming to the scheduled meeting at your child's school?) was asked to all home-based subjects in an effort to determine the reason for their failure or inability to attend a school-based meeting. In both settings, parents were thanked for their participation at the conclusion of the interview. As indicated in the survey instrument, they were also asked if they had any final questions about the content or the process involved in the assessment.

Confidentiality

Following the introduction of the examiner and parents by the Director of Special Education, the examiner explained the Consent to be Interviewed Form. The Consent to be Interviewed Form (Appendix C) contained the following provision for confidentiality: "The information from this and other interviews will be used by Mr. Connery in his work at (name withheld) school and may be published, without telling who I am and what I said, in journals and other publications." The importance of confidentiality was again presented to the parents in the introductory remarks of the survey (Appendix B).

During the data collection, reduction and analysis periods, no person other than the principle investigator had access to the subjects' identities in relation to any protocol or any single responses to any questions. Anonymous data was shared with Dr. Joanne C. O'Connell for the purpose of determining inter-rater reliabilities to particular

responses. Protocols do not contain any respondents' names or any other meaningful identifying data, with the exception of a code number that was assigned to promote the researcher's facility in retrieving and reviewing certain protocols. All materials have been stored in a locked file cabinet, and will remain in the possession of the researcher until they are destroyed.

Research Design

The research design involved the use of an interview procedure that yielded information best analyzed and described with descriptive and inferential statistics. The survey contains three types of responses. They are: (a) dichotomous responses (yes/no, passive/active, accurate/inaccurate), (b) multiple categorical (a, b, c, d) responses, and (c) descriptive comments. Survey items which correspond to each of five research questions are presented below. This further clarifies the research design. Following the presentation of each research question and corresponding survey items are descriptions of the response types and the statistical method employed with each survey item.

Parent Knowledge of Legal and Educational Information

Research question one asks: What differences, if any, exist in Navajo and Anglo parents' reports of legal and educational information related to the education of their handicapped child? Research question one sought to define parent knowledge of specific features of the child's

educational status. These features include the child's current grade, teacher's name or names, the child's age when first evaluated, and the child's handicap.

Research question number one was addressed through an analysis of survey items 8, 9, 16 and 17 of the survey instrument and these are presented below. Response options are contained in Appendix A.

8. What grade is your child in?
   Child's actual grade is:
9. What is the name of your child's teacher?
16. How old was your child when she/he was first tested and you found out she/he was handicapped?
17. What type of handicap does your child have?

As can be seen from an examination of the survey items above, responses to all items are dichotomous in nature, i.e., they are either correct or incorrect. Chi-square, mean and percent statistics are reported for each survey item in chapter four.

Parent Knowledge of Sources of Legal and Educational Information

In order to determine which, if any, sources of legal and education information had been available to the parents involved in this study, parents were asked to identify such sources. Specifically, research question number two states:

What sources, persons, or agencies were identified by the parents as contributing to their knowledge of their children's rights and do these sources differ by group?

Research question number two was addressed through an analysis of survey items 20, 21.2, 22.2 and 23. These are presented below.

20. What person first informed you about your child's handicapping condition or suggested that your child had a handicap?

21.2 Has anyone at the school ever told you the names of these laws?

22.2 How would you get more information?

23. Have you ever received an article booklet like this one? (Show subject Arizona State guidelines for rights and responsibilities of parents of handicapped.)

Responses to items 20 and 22.2 were multiple categorical in nature, while items 21.2 and 23 were dichotomous, i.e., yes/no responses. Chi-Square, mean and percent statistics are reported for each survey item in chapter four.

Parent Understanding of Legal and Educational Processes and Laws

While it was thought that some parents would have some familiarity with laws and processes related to their childrens' special education, it was necessary to investigate

the depth of this knowledge and understanding. Therefore, research question three asked: Do parents' reports indicate an understanding of educational processes as provided by Public Law 94-142 and related laws which mandate a free, appropriate education in the least restrictive environment and does this level of understanding differ by group?

Research question number three was addressed through an analysis of survey items 21, 21.1, 22, 32.2, 37, 38, 39, 40 and 42. These nine items assess parents' understanding of mainstreaming, confidentiality of records, the frequency of special education re-evaluations, due process, and other concepts. The survey questions are presented below.

21. Did you know that there are special laws that require the schools to provide your handicapped child with special services?

If yes,

21.1 Since your child has the right to receive services, can you tell me the names of some of the laws that protect you and your child?

22. Do you think that you know your rights and the rights of your child that have to do with his/her handicap?

32.2 Do you know what mainstreaming means?

37. As far as you know, how often is the school supposed to retest your child to find out about his/her handicap as required by law?

38. Can you obtain copies of your child's school records?

39. Who can obtain school records about your son/daughter for their personal review?

40. Do you know what the words "due process" mean?

42. How long can your child legally remain in the public schools: in other words, at what age does the school stop providing services?

Items 21, 21.1, 22, 32.2, 38 and 40 require dichotomous response type, while items 37, 39 and 42 are multiple-categorical. Chi-square, mean and percent statistics are reported for each survey item in chapter four.

Parental Attitudes Towards Their Children's Special Education Programs

Research question four addressed parental attitudes about their childrens' special education programs. Research question four asked: What are parent attitudes toward their

handicapped children's current special education program and do these attitudes differ by group?

Research question number four was addressed through an analysis of survey items 24, 24.1, 27, 27.1, 28, 30, 30.1, and 43. These items assessed parent satisfaction with the variety of services, quality of services, and include an item which requests specific suggestions for improving these services. These items are presented below.

24. Are you satisfied with the special education services provided for your child in his/her school?

If no or have some reservations,

24.1 What bothers you about it?

27. Do you think that your child participates in the same variety of programs and services that children without handicaps participate in?

If no,

27.1 Why doesn't she/he participate to the same extent?

28. Do you think that tests conducted by the school that influence placement decisions are free from racial and cultural discrimination? Are the test fair for different cultural groups?

30. Is the education that your son/daughter is getting different from the education that most children get in this public school?

If yes response,

30.1 Is it different and better or different and worse?

43. What suggestions can you give me that would help teachers and administrators provide your child with a better education?

Items 24 and 27 require dichotomous response type, while items 28, 30, and 30.1 are multiple categorical. Chi-square, mean and percent statistics are reported for these items. Items 24.1 and 43 required substantive comments which have been reported as anecdotal records in Appendices F and G respectively. Responses to Item 27.1 are included in chapter four.

Passive or Active Roles During Acquisition of Legal and Educational Information

Due to the literature which supported the idea that parents have low levels of verbal output and personal investment during IEP meetings, parents were asked about their roles. Research question number five was: Do Navajo or Anglo parents indicate that they have engaged in a predominantly passive or active role in acquiring information

about and acquiring assistance for their handicapped children and do these role types differ by group?

This was addressed through an analysis of survey items 21.3, 22.1, 25, 26, 29, 29.1, 33.1, 34 and 35. The survey questions included some hypothetical situations in which the parent had to imagine what action they would take, if any, to resolve a problem. These are presented below.

If no,

21.3 Do you think that knowing the names of the laws is important?

If no, or somewhat,

22.1 Would you like to know more about these rights?

25. When you go to these meetings, do you mostly sit and listen or do you talk about what you think your child needs?

26. Are you comfortable with that (active/passive/non-involved) role or would you like to participate in another way?

29. If you were dissatisfied with test results and suggestions that were made for future planning for your child by the school, what would you do, if anything?

If parent indicates that this is unclear:

For example, suppose you thought that there was something unfair about the test procedure or results, what would you do?

If strategy involves meetings out of school system or non-system strategy:

29.1 Why would you do this instead of working with school people?

If no,

33.1 Would you prefer to be asked or would you rather have the teacher(s) decide?

34. Do you think that you are capable of making educational decisions about what your child should be taught?

35. IEP meetings are meetings where educational planning takes place. Goals are created here. These goals are called short-term instructional objectives. They are goals like: "Sally will learn to add a series of two digit numbers" or "Jon will learn to tell time accurately to the half hour." Have you ever helped create short-term objectives like this for your child?

Items 21.3, 22.1, 25, 26, 34 and 35 require a dichotomous response type, while items 29 and 33.1 are multiple categorical in nature. Chi-square, mean and percent statistics are reported for these items. Item 29.1 required descriptive comments which have been summarized and reported as anecdotal records in chapter four.

Data Reduction

There are three response types in the survey: (a) dichotomous, (b) multiple categorical responses, and (c) descriptive comments. Data reduction of these response types is now described.

Dichotomous Responses. Dichotomous responses included yes/no, passive/active, and inaccurate/accurate subtypes. All dichotomous responses are converted to yes/no responses for ease of interpretation in chapter four. In other words, response types in tables in Chapter four are labeled as "yes" if responses were "yes" responses or "accurate" responses. The accuracy of survey items 8 (child's reported grade), 9 (child's teacher), 16 (age when first tested), and 17 (type of handicap) were verified by the researcher by comparison of the parents' responses with special education records stored in the special education office. The accurate or inaccurate status of responses to questions 17 (type of handicap), 32.2 (definition of mainstreaming), and 40 (definition of due

process) were further analyzed by employing a method of in inter-rater reliability described in detail later in this chapter.

Multiple Categorical Responses. Multiple categorical responses were also required of subjects. In these survey items, a number of responses were anticipated rather than a simple dichotomous (yes/no) response type. In cases where responses were consistently stated in a few response categories, a Chi-Square statistic was applied.

Descriptive Comments. Subjects were also requested to provide descriptive comments in the form of substantive opinions and suggestions. These are described as records of the individual subject's anecdotal comments. Descriptive statistics (frequencies, means, percentages) are included in chapter four to assist in interpreting the descriptive comments.

Demographic Information

Demographic information is provided which includes the following: (1) number of subjects initially identified, (2) number of subjects interviewed, (3) place of residence by group, (4) place of interviews by group, (5) average age of respondents by group and range of ages by group, (6) relationship of respondents to student, (7) average years of schooling, (8) average expected household income by group, and (9) average number of special education planning meetings ever attended.

Data Analysis

Survey items that require dichotomous responses or multiple categorical responses were analyzed to determine if there are significant differences between the two cultural groups. The Chi-Square option of the Statistical Package for the Social Sciences - X (Nie & Norusis, 1983) was used in these analyses. Each survey item of these two types was analyzed by a separate Chi-Square analysis. These included survey items 8, 9, 16, 17, 20, 21.1, 22.2, 23, 21, 21.1, 22, 32.2 37, 38, 40, 42, 24, 27, 28, 30 + 30.1, 21.3, 22.1, 25, 26, 29, 33.1, 34 and 35.

Chi-Square outcomes are presented in the form of tables for each of these survey items in chapter four. Descriptive statistics (means, percentages, ranges) will be presented to further clarify comments (survey items 24.1, 27.1, 43, 29.1) and some descriptive statistics (row percent) are included in some tables containing Chi-Square analyses in chapter four.

Reliability

Inter-rater reliability tests were conducted by the researcher and Dr. Joanne O'Connell. The purpose of this reliability verification was to determine whether or not parents' marginal descriptions of their childrens' handicapping conditions matched or failed to match those provided in school special education records. The researcher, independent of Dr. O'Connell, rated each of the parents' marginal responses as either "accurate" or

"inaccurate." Dr. O'Connell rated them independently, inter-rater reliability was determined, and inter-rater consensus was attained. The above procedure was ultimately necessary with marginal responses to survey items 32.2 (definition of mainstreaming) and 40 (definition of due process).

CHAPTER 4

Results

The present study had two major objectives. One purpose of this research was to determine whether Navajo and Anglo parents' report similar knowledge of their handicapped childrens' rights and associated educational processes, as provided by Public Law 94-142 and related laws. Another purpose was to determine the extent to which parents of the two different cultural groups had knowledge about these rights and processes.

Chapter Format

This chapter is divided into seven (7) sections. These include one section presenting demographic information, one section for each of the five research questions, and a final section summarizing all data. Additional data are presented in Appendix E and include responses to questions which did not directly address the five research questions. These data were included to provide a thorough report of all data which were obtained from the survey.

The sections which directly address the five research questions follow this format: (a) the presentation of the research questions, (b) responses to survey items, (c) the statistical outcome of responses to each survey item

(descriptive statistics and Chi-Square, where $p<.05$), and (d) a summary of results for each research question. A Chi-Square analysis is a test of statistical independence, determining whether or not there is a relationship between variables. The term "no statistical difference" is used throughout the text and should be interpreted as the absence of a relationship between variables or statistical independence.

Demographic Characteristics of Navajo and Anglo Subjects

Demographic information collected during the interviews is presented below so that determinations can be made as to how these data can be generalized to other populations. Forty-five subjects were initially identified for inclusion in the study. Thirteen of the nineteen Navajo subjects were interviewed in English. The number of subjects actually interviewed included twenty-two Anglos and nineteen Navajos, for a total of forty-one subjects. All subjects who were able to be contacted agreed to participate in the study. Four subjects could not be contacted following repeated attempts through the mail and personal visits to their homes. The majority of subjects from both groups were interviewed in the school setting, but seventeen of the forty-one subjects were interviewed in their homes.

Eighty-five percent of the respondents were females (mothers and female guardians). A substantial difference was noted in the subjects' educational status, with Navajos'

average schooling approximately five years less than Anglos' education, with median educational grade levels of 8 and 12, respectively. Six Navajos reported no formal education. Also, Navajos earned an average annual household income approximately $22,000 less than Anglo households. Finally, Navajos attended less than half of the special education planning meetings that Anglos attended in a similar time period. Please refer to the demographic data presented in Table 1.

Parent Knowledge of Basic Educational Information

Research question one asked: "What differences, if any, exist in Navajo and Anglo parents' reports of legal and educational information which is related to the education of their handicapped children?" The question is answered by basic educational information such as knowledge of the student's grade and teachers' names. It is also answered by survey items which assess the parent's familiarity with the student's age when the child was first tested and the nature of the student's handicap.

Responses to survey items 8, 9, 16, and 17 (see Appendix A) constitute the specific items which address research question number one. Specific details of response types by group are presented in Table 2, and also include χ^2 outcomes.

Table 1

Demographic Characteristics of Subjects by Group

Survey Content	Group Membership	
	Anglo	Navajo
1. Number of subjects initially identified	22	23
2. Number of subjects interviewed	22	19
3. Number of subjects interviewed in English	22	13
4. Place of residence		
Town	22	14
Reservation	0	5
5. Place of interview		
Home	9	8
School	13	11
6. Average age of subject	42	43
(Range)	(27-53)	(25-69)
7. Relationship to student		
Mother	18	15
Father	4	2
Guardian	0	2
8. Average years of schooling	12.66	7.27
(Range)	(Gr. 9 - B.A.)	(0-M.A.+)
9. Average expected household income in dollars	$35,400	$13,400
(Range)	($2,796-$80,000)	(0-$52,000)
10. Average number of special education planning meetings ever attended	11	5

Note. B.A. = completion of Bachelor's degree
M.A.+ = completion of Master's degree plus additional coursework

Knowledge of Grade

No statistical difference in grade identification by group was found according to the Chi-Square analysis ($\chi^2=0.00$; $p>.05$). Eighteen Navajos (94.7%) and twenty Anglos (90.9%) correctly identified their children's current grade placements. Thirty-eight of the forty-one subjects (92.7%) involved in this study correctly identified their children's current grade placement.

Knowledge of Teachers' Names

Survey item number 9 was: What is the name of your child's teacher? Parents were required to report the teachers' name(s). In this case, a significant difference was found between the two cultural groups ($\chi^2=20.69$; $p<.05$). Anglo parents were significantly more accurate in reporting teachers' names. As shown in Table 2, the reporting of teachers' names was frequently inaccurate by Navajo subjects (n=15;93.8%) and more accurate by Anglo subjects (n=21;84.0%).

Student's Age When First Tested

The third survey item, number 16, was: How old was your child when she/he was first tested and you found out she/he was handicapped? Two Anglo parents' responses were not included in the analysis because incomplete school records disallowed verification of the initial test date. There were no statistical differences in the accuracy of reports between cultural groups ($\chi^2=0.04$; $p>.05$). Twelve Navajo responses

Table 2

Navajo and Anglo Reported Knowledge of Basic Educational Information

Item	Response	Group		Row Total	χ^2
		Navajo	Anglo		
8	No				
Knowledge of	n	1	2	3	
Grade	%	33.3	66.7	7.3	
	Yes				
	n	18	20	38	
	%	47.4	52.6	92.7	
	N	19	22	41	.00
9	No				
Knowledge of	n	15	1	16	
Teach. Names	%	93.8	6.3	39.0	
	Yes				
	n	4	21	25	
	%	16.0	84.0	61.0	
	N	19	22	41	*20.69
16	No				
Student's Age	n	7	8	15	
When First	%	46.7	53.3	38.5	
Tested					
	Yes				
	n	12	12	24	
	%	50.0	50.0	61.5	
	N	19	20	39	0.04
17	No				
Describe	n	16	10	26	
Handicap	%	61.5	38.5	63.4	
Accurately					
	Yes				
	n	3	12	15	
	%	20.0	80.0	36.6	
	N	19	22	41	*5.04

* $p<.05$.

(63.2%) and twelve Anglo responses (60.0%) agreed with school special education records. However, it is noteworthy that twenty-four (61.5%) of all parents' responses were discrepant from the special education records examined by the researcher. Based on school records, Navajo subjects' children had been identified and served for an average of 3.6 years and Anglo subjects' children had been served for an average of 5.0 years.

Description of Handicap

Survey item number 17 was: What type of handicap does your child have? As shown in Table 2, Anglos were significantly more accurate in describing the students' handicapping conditions ($\chi^2=5.04$; $p<.05$). Accurate classifications were based on clear agreement between the parents' reports and special education records. Both groups offered a similar number of marginal definitions. These were independently classified as either accurate or inaccurate as described in Chapter 3. Inter-rater agreement was seventy-five percent (75%) prior to consensus attainment for item 17.

Only three Navajos offered clear and accurate descriptions of the students' handicapping conditions. Furthermore, Navajo parents were more likely than Anglo parents to respond with a statement such as, "His eyes are not so good" rather than saying, "He has a visual handicap." A qualitative analysis showed that 42 percent of the Navajo respondents could not describe the handicap in a manner that

gave the examiner any idea about the nature or type of their children's handicaps. This was primarily due to vague responses such as "slow learner" and two "don't know" responses.

Research Question One: A Summary of Results

In summary, Anglo parents were more accurate in describing the names of their children's teachers and were also more accurate when describing their children's handicapping conditions. This difference in the degree of accuracy might be due to the fact that Anglo parents reported attending more than twice as many educational planning meetings at the school than Navajos reported. This difference cannot be fully explained by differences in the duration of special education service provision. According to parent reports, Navajo children had been served for an average of only 1.4 years less than Anglo students.

Other data yielded no statistically significant differences between cultural groups. Parents of both groups apparently had difficulty recalling exactly when their children were first tested, as twenty-four parents' reports (61.5%) were discrepant from school records. Two Anglo parents' reports were not verifiable due to incomplete or missing school records.

Parent Knowledge of Sources of Legal and Educational Information

Research question two requested data which could help identify reliable sources of information. The survey items which addressed the research question identified the person who initially informed parents of the handicapping condition as well as identifying sources which parents would choose to rely on in the future. Because the school (local education agency) is legally responsible for identifying handicapped students and informing parents of their rights, parents were also asked if they had received a pamphlet detailing their rights and responsibilities and whether they had been verbally informed of the names of laws.

The following survey questions were designed to determine what persons or agencies had played a role in the dissemination of legal and educational information related to handicapping conditions. Responses to survey items 20, 21.2, 22.2 and 23 constitute the items associated with the second research question. Frequencies and percentages of responses by groups, as well as χ^2 analyses for the above mentioned survey items, are presented in Table 3.

Person First Informing Parents

Survey item number 20 was: What person first informed you about your child's handicapping condition or suggested that your child had a handicap? Navajo and Anglo parents' responses to survey item 20 are presented in Table 3. The results represent statistically significant differences

between the groups (χ^2=10.36; p<.05). As can be seen, the majority of subjects from both groups (53.7%) indicated that school personnel were the first persons to inform the parents about their children's handicap. Six subjects of the Navajo group (31.6%) reported first learning about their children's handicaps from medical personnel, while six Anglo subjects (27.3%) frequently stated that the handicap was just evident or obvious to them. In any case, 47 percent of the Navajos and 59 percent of the Anglos first learned about their respective children's handicapping conditions from school personnel.

School as Source of Information

Survey item 21.2 was originally designated as a probe question but, due to its importance, it was asked to all subjects. Item 21.2 was: Has anyone at the school ever told you the names of these laws?

Three Navajos and one Anglo responded affirmatively. Therefore, 90.2 percent of all subjects stated that no one at school had ever told them the names of the special laws that required the schools to provide their children with special services. As shown in Table 3, no statistically significant differences were noted between groups (χ^2=.46; p>.05).

Table 3

Navajo and Anglo Reported Sources, Persons or Agencies Which Provided Legal and Educational Information

Item	Response	Group Navajo	Group Anglo	Row Total	χ^2
20 First Informed Parents	School				
	n	9	13	22	
	%	40.9	59.1	53.7	
	Medical				
	n	6	2	8	
	%	75.0	25.0	19.5	
	Self				
	n	0	6	6	
	%	0.0	100.0	14.6	
	Other				
	n	4	1	5	
	%	80.0	20.0	12.2	
	N	19	22	41	*10.36
21.2 Did Anyone at School Tell You Laws	No				
	n	16	21	37	
	%	43.2	56.8	90.2	
	Yes				
	n	3	1	4	
	%	75.0	25.0	9.8	
	N	19	22	41	0.46
22.2 Source of Legal Information	School				
	n	6	4	10	
	%	60.0	40.0	35.7	
	Dir. Spec. Ed.				
	n	2	6	8	
	%	25.0	75.0	28.6	
	Non-School				
	n	0	1	1	
	%	0.0	100.0	3.6	
	Other				
	n	0	2	2	
	%	0.0	100.0	7.1	
	Do Not Know				
	n	7	0	7	
	%	100.0	0.0	25.0	
	N	15	13	28	*12.32
23 Did You Receive Booklet	No				
	n	13	18	31	
	%	41.9	58.1	75.6	
	Yes				
	n	6	4	10	
	%	60.6	40.0	24.4	
	N	19	22	41	0.40

* $p<.05$.

Proposed Sources of Information

Question 22.2 was asked only to respondents qualified by saying "no" or "somewhat" to item 22. Question 22 was: Do you know your rights? Question 22.2 was: How would you get more (legal) information?

Of the fifteen Navajo subjects who qualified for question 22.2, seven said they did not know how they would get more information, and six stated "superintendent" or "principal." (Navajo responses of superintendent or principal are listed under the heading of school in Table 3). Eight of the fifteen Navajo subjects (53.3%) stated that they would rely on school personnel (director of special education or school administrator) for legal information. Although nine Anglo respondents did not qualify for this question, 77 percent of those who did consistently reported that they would seek further information from the Director of Special Education or the school district.

As seen in Table 3, no Anglo parent responded "don't know" to this question. The results are statistically significant, apparently due to the number of Navajo respondents (n=7) who did not know how to get more legal information ($\chi^2 = 12.32$; $p < .05$).

Reception of Informative Booklet

Survey item number 23 requested: Have you ever received an article or booklet like this one? All subjects were asked item 23. Upon asking the question, the examiner held forth a

booklet used by the school district which outlines, in English, the parents' and school's rights and responsibilities (see Appendix B). The majority (75.6%) of all respondents said "no" to this question, and 24.4 percent said "yes." There was no statistically significant difference between the two cultural groups on this item ($\chi^2 = .40; p > .05$), as six Navajos (31.6%) and four Anglos (19.0%) reported having received the booklet.

Research Question Two: A Summary of Results

Statistically significant differences between groups were noted. Navajos and Anglos reported significantly different sources which initially informed them of their child's handicap. In attempting to acquire more information about their rights, seventy-seven percent of the Anglo parents reported utilizing the school. Over one-third of the Navajos (36.8%), on the other hand, stated that they did not know how to get more legal information related to special education.

School personnel were most frequently identified as the group which first provided both Navajos and Anglos with information about their children's handicapping conditions (53.7%). Six Navajos also reported medical personnel (31.6%) and Anglos sometimes stated that the child's handicapping condition was obvious to them prior to any evaluation or intervention by an agency (27.3%). As significant as the school was in initially providing information about

children's handicapping conditions, 76 percent of all respondents said that no one at the school had ever told them the names of special education laws. Furthermore, only 24.4 percent of all subjects reported receiving a booklet which describes their personal rights and responsibilities in the education of their handicapped child.

Parent Understanding of Legal and Educational Processes and Laws

Research question three was posed to assess information about processes and procedures related to the following laws: Public Law 94-142, Public Law 93-380 and RF-2-401. Research question three was written to determine the parents' level of understanding of educational processes as provided by Public Law 94-142 and related laws which mandate a free, appropriate education in the least restrictive environment. As with the two previous research questions, the survey items were analyzed to determine whether the level of understanding was significantly different between the Navajo and Anglo parents Responses to survey questions 21, 21.1, 22, 32.2, 37, 38, 39, 40 and 42 constitute the items which correspond to research question number three. Frequencies and percentages of responses by group and χ^2 analyses are presented in Table 4.

Knowledge of Special Education Laws

Question 21 was: Did you know that there are special laws that require the schools to provide your handicapped child with special services? As seen in Table 4, five

Navajos (22.7%) responded affirmatively to this question while seventeen Anglos (77.3%) responded affirmatively. This result constitutes a statistically significant difference between the two groups, with Anglos stating that they knew laws existed more frequently than the Navajo subjects ($\chi^2=8.69$; $p<.05$).

Names of Special Education Laws

Parents who responded affirmatively to item 21 were asked item 21.1: Since your child has the right to receive services, can you tell me the names of some of the laws that protect you and your child? One parent from each group cited Public Law 94-142. Therefore, only two parents (9.1%) of the entire sample of forty-one subjects knew the name of a relevent special education law. All others said "don't know." No significant difference ($\chi^2=.01$; $p>.05$) was observed between Navajo and Anglo parents' responses.

Knowledge and Understanding of Rights

Question 22 was: Do you think that you know and understand your rights and the rights of your child that have to do with his/her handicap? Sixty-eight percent of all subjects reported that they did not know or understand their rights or the rights of their handicapped children. Differences between groups were not statistically significant, as four Navajos (21.1%) and nine Anglos (40.9%) responded affirmatively ($\chi^2=1.05$; $p>.05$).

Table 4

Navajo and Anglo Reported Understanding of Educational Processes and Laws Related To Special Education Services

Item	Response	Group		Row Total	χ^2
		Navajo	Anglo		
21 Did You Know Laws Existed	No				
	n	14	5	19	
	%	73.7	26.3	46.3	
	Yes				
	n	5	17	22	
	%	22.7	77.3	53.7	
	N	19	22	41	*8.69
21.1 Can You Name Laws that Protect	No				
	n	4	16	20	
	%	20.0	80.0	90.9	
	Yes				
	n	1	1	2	
	%	50.0	50.0	9.1	
	N	5	17	22	.01
22 Do You Know Your Rights	No				
	n	15	13	28	
	%	53.6	46.4	68.3	
	Yes				
	n	4	9	13	
	%	30.8	69.2	31.7	
	N	19	22	41	1.05
29 What You'd Do If You Were Dissatisfied	Don't Know/Nothing				
	n	5	2	7	
	%	71.4	28.6	17.1	
	Talk to Principal				
	n	3	3	6	
	%	50.0	50.0	14.6	
	Ask for 2nd Eval.				
	n	1	1	2	
	%	50.0	50.0	4.9	
	Talk to Team				
	n	10	16	26	
	%	38.6	61.5	63.4	
	N	19	22	41	2.46
32.2 Defines Mainstreaming	No				
	n	12	21	33	
	%	36.4	63.6	97.1	
	Yes				
	n	0	1	1	
	%	0.0	100.0	2.9	
	N	12	22	34	.00

continued

Item	Response	Group		Row Total	χ^2
		Navajo	Anglo		
37 Frequency of Required Retest	No				
	n	17	21	38	
	%	44.7	55.3	92.7	
	Yes				
	n	2	1	3	
	%	66.7	33.3	7.3	
	N	19	22	41	.02
38 Can You Obtain Copies of Records	No				
	n	4	0	4	
	%	100.0	0.0	9.8	
	Yes				
	n	15	22	37	
	%	40.5	59.5	90.2	
	N	19	22	41	3.02
39 Others Reviewing Records	Parents Only				
	n	11	16	27	
	%	57.8	72.7	65.8	
	Don't Know				
	n	3	1	4	
	%	15.7	4.5	9.8	
	Other				
	n	5	5	10	
	%	26.3	22.7	24.4	
	N	19	22	41	1.73
40 Do You Know What Due Process Means	No				
	n	18	17	35	
	%	51.4	48.6	85.4	
	Yes				
	n	1	5	6	
	%	16.7	83.3	14.6	
	N	19	22	41	1.29
42 Do You Know When School Services Cease	No				
	n	15	17	32	
	%	46.9	53.1	78.0	
	Yes				
	n	4	5	9	
	%	44.4	55.6	22.0	
	N	19	22	41	.00

* $p<.05$.

Knowledge of Right to Independent Evaluation

Question 29 was: If you were dissatisfied with test results and suggestions that were made for future planning for your child by the school, what would you do, if anything? This question was written and requested of parents with the intent of discerning parental knowledge of due process procedures. A statistically significant difference between the two groups was not present (X^2 .4818; $p>.05$). The majority of all respondents stated, in some manner, that they would "talk to people at the educational planning meeting and tell them that I disagreed and that they should change their ideas." This majority included ten Navajos (52.6%) and sixteen Anglos (72.7%). Six subjects (3 Anglos, 3 Navajos) indicated that they would go to a higher authority within the school system such as the superintendent of schools or the school principal. Only two subjects (1 Navajo, 1 Anglo) cogently stated that they would request a second, independent evaluation.

While the majority of the subjects of both groups stated that they would attempt to resolve differences with persons at the planning meeting, only two persons indicated any knowledge that they had specific, guaranteed legal alternatives which they could request if they were truly dissatisfied with test results.

Definition of Mainstreaming

Survey question 32.2 was: Do you know what mainstreaming means? Survey question 32.2 was asked to all parents who said either "no" or "don't know" to the question, "Is your child mainstreamed?" Therefore, subjects responding to this question included 22 Anglos and 12 Navajos. This question indicated that only one Anglo knew the definition of "mainstreaming." No Navajo who qualified for this question could marginally define the term. No statistically significant difference existed between groups on this item ($\chi^2 = .00$; $p > .05$).

Knowledge of Frequency of Retest

Survey item 37 was: As far as you know, how often is the school supposed to retest your child to find out about his/her handicap as required by law? The correct answer to this question is "3 years." Although annual review of placement meetings are required, the special education director is not mandated to actually re-evaluate the handicapping condition until 3 years after the initial evaluation.

There was no statistically significant difference between groups ($\chi^2 = .02$; $p > .05$). Two Navajos (10.5%) and one Anglo (4.5%) responded correctly by stating "every three years." Other answers were quite varied, with the most frequent response type being "don't know" (39%) followed by

responses in the "other" category (27%). In the "other" category, the most frequent response was "two times per year."

Parents Obtaining Copies of School Records

All subjects were asked if they could get copies of their child's school records (survey item 38). They were asked: Can you obtain copies of your child's school records? All Anglo subjects said "yes," as did 15 of the 19 Navajo subjects (78.9%). No statistical difference between the groups was found ($\chi^2=3.02$; $p>.05$).

Others Reviewing Records

Survey item 39 was: Who can obtain school records about your son/daughter for their personal review? Sixteen Anglo parents (72.7%) stated that parents were the only persons able to obtain records for their personal review. Eleven of the Navajo parents (57.8%) also stated this. Three Navajo parents (15.7%) stated "don't know" to this question, as did one Anglo parent (4.5%). Three Navajos (15.7%) stated "other family members" in the "other" category. Other responses in this category included access by school employees. No statistical difference between groups was noted.

Definition of Due Process

Question 40 was: Do you know what the words "due process" mean? There was no statistically significant difference between groups on this item ($\chi^2=1.29$; $p>.05$). One Navajo (5.3%) and five Anglos (22.7%) defined "due process"

correctly. Three additional marginal definitions offered by Anglos were independently rated as "inaccurate" by the researcher and a colleague. Inter-rater agreement was 1.0.

Most persons in both groups said they did not know the meaning of this term (85.4%). This concept, described in the literature which they should have received at special education meetings, was unknown to 85.4 percent of the total sample.

Duration of School Services

Question 42 was: How long can your child legally remain in the public schools; in other words, at what age does the school stop providing services? Four Navajos (21.1%) and five Anglos (22.7%) correctly answered the question, with other responses such as "as long as they need to" and "until they graduate" being quite common. Thirty-two subjects (78.0%) were, therefore, incorrect. Table 5 illustrates the response types by culture. No statistically significant differences were noted between groups ($\chi^2 = .00$; $p > .05$).

Table 5

Legal Upper Age Limit for Participation in School Reported by Group

Group	Age			Don't know	Other	N
	21	18	16			
Navajo	4	0	1	7	7	19
Anglo	5	2	0	7	8	22

Research Question Three: A Summary of Results

Parental understanding of Public Law 94-142 and related special education laws was inadequate for both groups. Although most Anglos reported knowing that laws existed which required the public school to provide their child with special services (77.3%), most Navajos did not (26.3%). Only four Navajos (21.1%) and nine Anglos (40.9%) said they had an adequate or better understanding of their rights and the rights of their handicapped children, and only one parent from each group could name a relevant special education law. Furthermore, only one Anglo parent who responded to a probe question could define "mainstreaming." None of the twelve Navajo parents who were asked could define this term.

The concept of "due process" was accurately reported by more Anglos (22.7%) than Navajos (5.3%), but the majority of subjects in both groups (85.4%) stated that they did not know the meaning of this term. However,the majority of parents from both groups (90.2%) indicated that they could get copies

of school records. Only 9 of the 41 subjects (22.0%) were aware of the legal upper age limit for participation in public school. The majority of parents (70.7%) either said that they did not know or had responded: "as long as he needs to" or "until she graduates" in response to the question concerning the upper age limit.

Both cultural groups' responses indicated, therefore, a poor understanding of special education processes. Subjects sometimes indicated that they marginally understood concepts, but later, during probe questions, could not define them. While concepts that parents would infrequently encounter were typically unknown, essential information such as the mandated frequency of special education re-evaluation and mandated upper age limit for participation in public school were also largely unknown to most members of both groups.

Parental Attitudes Towards Their Children's Special Education Programs

The assessment of attitudes for research question four involved a large number of survey items. These items reflect concerns about parents' satisfaction with their childrens' programs which included dimensions of evaluation fairness, variety in programming, equal access to programs, and any perceived differences in programming in relation to other students' opportunities. Specifically, research question four assessed parent attitudes toward their handicapped children's current special education programs and whether these attitudes differed between the two groups. Responses

to survey items 24, 24.1, 27, 27.1, 28, 30, 30.1 and 43 constitute the specific items which correspond to research question number four. Frequencies and percentages of responses, as well as χ^2 analyses for each of the survey items, are presented by group in Table 6.

Satisfaction With Special Education Services

Question number 24 was: Are you satisfied with the special education services provided for your child in his/her school? Survey item 24 directly queries parental satisfaction/dissatisfaction. All Navajo respondents (100%) said "yes" to this question (see Table 6). Anglos were generally satisfied as 15 (68.2%) responded affirmatively. A statistically significant difference was, however, noted between groups ($\chi^2=5.22$; $p<.05$). Seven of the Anglo parents qualified the extent of their satisfaction by providing suggestions for improving some perceived weaknesses in their children's programs.

Specific Parental Suggestions for Program Improvement

Suggestions were requested (probe question 24.1) if the parent did not immediately offer them. Examples of parent suggestions are contained in Appendix F.

Table 6

Navajo and Anglo Reported Attitudes Toward Their Childrens' Special Education Programs

Item	Response	Group Navajo	Group Anglo	Row Total	χ^2
24 Satisfied With Special Education Service	No				
	n	0	7		
	%	0.0	100.0	17.1	
	Yes				
	n	19	15	34	
	%	55.9	44.1	82.9	
	N	19	22	41	*5.22
27 Same Variety of Programs and Services	No				
	n	5	5	10	
	%	50.0	50.0	24.4	
	Yes				
	n	14	17	31	
	%	45.1	54.8	75.6	
	N	19	22	41	0.00
28 Were Tests Culture-Fair	Unfair				
	n	5	0	5	
	%	100.0	0.0	12.1	
	Fair				
	n	12	12	24	
	%	50.0	50.0	58.5	
	Do not know				
	n	2	10	12	
	%	16.7	83.3	29.3	
	N	19	22	41	*10.17
30 & 30.1 Is Their Education Different and Better	No				
	n	14	11	25	
	%	56.0	44.0	61.0	
	Yes				
	n	5	11	16	
	%	31.3	68.8	39.0	
	N	19	22	41	1.51

* $p<.05$.

Level of Satisfaction Relative to Variety of Programs and Services

Question 27 was: Do you think that your child participates in the variety of programs and services that children without handicaps participate in? Thirty-one subjects (75.6%) reported that their children participated in the same variety of programs and services as children without handicaps. No statistically significant differences were noted by cultural group (χ^2=.00; p>.05), as fourteen Navajos (73.7%) and seventeen Anglos (77.3%) stated that equal participation was evident.

Reports of Limited Service

Item 27.1 was: Why doesn't she/he participate to the same extent? This question was asked to all subjects who said "no" to survey item number 27. Persons who responded negatively included five Navajos (26.3%) and five Anglos (22.7%). Further analysis of these ten responses indicated that three Anglo parents and two Navajo parents reported that their "child chooses not to" and other responses from both groups are typified by the following remarks:

"School personnel do not allow her to because of her handicap,"

"Instruction time has been reduced and subjects eliminated because he had to go to therapy,"

"Well, they think it's too hard for him and he doesn't get any health or geography, or history or science...just the basics...when he should be in those other classes."

Culture-fairness of Tests

Survey item number 28 was: Do you think that tests conducted by the school that influence placement decisions are free from racial and cultural discrimination; are the tests fair for different cultural groups? Although most subjects from both groups indicated that they thought the tests were fair, a statistically significant difference in attitude regarding the cultural "fairness" of tests given by the school was identified between groups ($\chi^2=10.17$; $p<.05$). Five Navajo subjects (26.3%) maintained that tests which influenced placement decisions were culturally biased. No Anglo subjects responded in this manner. However, it should be noted that ten Anglos (45.5%) responded "don't know" to this question, while only 2 Navajos (10.5%) said "don't know." Please refer to Table 6 for detailed analyses by group.

Recognized Differences in Programming

Survey item number 30 was: Is the education that your son/daughter is getting different from the education that most children get in this public school? Question 30 resulted in twenty respondents (50%) stating that they thought their children's education was different from other children's education (see Table 7). Of the twenty who responded this way, five spontaneously offered that the education received by their child was "different and better" than if the child was not involved with special education.

Two of the twenty who responded affirmatively spontaneously said it was "different and worse." No statistically significant differences were noted between groups ($\chi^2=1.51$; $p>.05$).

Parental Satisfaction with Appropriateness of Special Education Services

Eight Anglos and five Navajos qualified for question 30.1 because they responded to item 30 with a simple "Yes" response and did not elaborate. Survey item 30.1 was: Is it different and better or different and worse? A composite of items 30 and 30.1 helps clarify parental attitudes about qualitative differences in the education of their children. Chi-Square results for a composite of items 30 and 30.1 have been presented in Table 6, while specific response types are shown in Table 7.

In summary, eleven or 50.0 percent of the Anglo respondents reported that the special education services provided for their children made their education "different and better" than the services provided to most children attending the public school. Five Navajo respondents (26.3%) perceived the differences as different and better than what most children received, while almost half of the parents of both groups (44%) indicated no perceived difference. As shown in Table 6, an analysis of the composite of responses of survey items 30 and 30.1 did not indicate statistically significant differences between groups ($\chi^2=1.51$; $p>.05$).

Table 7

Reported Qualitative Differences in Education of Special Education Students: A Composite of Responses to Survey Items 30 and 30.1 by Group

Group	Different and Better	Different and Worse	Unsure	Not Different	N
Navajo	5	3	2	9	19
Anglo	11	1	1	9	22

Note. While the data in Table 7 represent differential response types prior to the analysis, note that the headings "different and worse," "unsure," and "not different" were collapsed into one category for the Chi-Square analysis shown in Table 6.

Parents' Specific Suggestions to Teachers and Administrators

Survey item 43 was: What suggestions can you give me that would help teachers and administrators provide your child with a better education? Item 43 required the subjects to choose whether or not they would like to make substantive suggestions that could help teachers and administrators improve services for their child. As can be seen in Table 8, Navajos offered proportionally fewer suggestions than did Anglos.

Table 8

Number of Subjects Offering Suggestions by Group

Group	Suggestion(s)	No Suggestions	N
Navajo	9	10	19
Anglo	14	8	22

The content of these suggestions are included in Appendix G. Suggestions by Anglos included concerns about improved control of the classroom by the teacher, increased frequency of testing, improved efforts at mainstreaming, easing the intensity/rate of instruction, issues related to social and adaptive skills and self-esteem, increased computer use on the part of students, improved communication about the nature of the handicapping condition between specialists and teachers, improved funding, removal of physical barriers, increased public awareness of handicapping conditions, and parent instruction and support for remediation in the home. Navajos' suggestions were highly similar, although one comment indicated racial bias against Navajos. Again, all specific comments are contained in Appendix G.

Research Question Four: A Summary of Results

Seven Anglo parents (31.8%) stated that they were dissatisfied with the special education services being provided in their children's schools. All Navajo respondents

(100%) said that they were satisfied. Five Navajo respondents (26.3%) stated that they thought that tests employed by the schools that influenced placement decisions were culturally biased. No Anglo respondents said the tests were biased.

Seventy-six percent of all respondents indicated that their children were integrated well into the general school population. That is, fourteen Navajos (73.7%) and seventeen Anglos (77.3%) indicated that their children participated in the same variety of programs and services as non-handicapped children. Five Anglo subjects (22.7%) and five Navajo subjects (26.3%) were somewhat dissatisfied or did not know about the school system's efforts to integrate their children and said that the system may have failed to provide the same programs and services for their children than other students received. Fourteen Anglos (63.6%) and nine Navajos (47.3%) offered suggestions about how the school could improve their children's education.

In summary, Navajo subjects' attitudes were statistically different from Anglos' views regarding their children's special education program in the following ways: (1) Anglo subjects were significantly less satisfied than Navajo subjects with special education services, and (2) significantly more Navajos felt that tests used for placement decisions were not culturally fair, while Anglos frequently stated that they didn't know whether tests were fair.

Parent Reports of Passive or Active Roles Engaged In When Acquiring Legal and Educational Information

Research question five identified passive or active behaviors by parents of the two cultural groups. Specifically, survey items measured the parents' interest or disinterest in acquiring legal information, their personal level of assertiveness during IEP meetings, their perceptions of whether or not they could alter their role during meetings (i.e., become more active or passive), and their perceptions of their capacity to make educational planning decisions. Thus, the question: "Do parents indicate that they have engaged in a predominantly passive or active role in acquiring information about and acquiring assistance for their handicapped children and do these role types differ by group?" has been addressed through the assessment of parents' reports of their active/passive behaviors and reported suppositions of how they would behave in hypothetical situations. Responses to survey items 21.3, 22.1, 25, 26, 29, 29.1, 33.1, 34 and 35 constitute the items which address research question number 5. Refer to Table 9 for specific outcome data.

Importance of Names of Special Education Laws

Survey item number 21.3 was: Do you think that knowing the names of the laws is important? There was no statistically significant difference between groups on this item ($\chi^2=1.35$; $p>.05$). Thirteen Navajos (56.5%) and ten

Table 9

Navajo and Anglo Reported Passive or Active Role In Acquiring Legal and Educational Information

Item	Response	Group		Row Total	χ^2
		Navajo	Anglo		
21.3					
Are Names of	No				
Laws Important	n	6	12	18	
	%	36.3	66.7	43.9	
	Yes				
	n	13	10	23	
	%	56.5	43.5	56.1	
	N	19	22	41	1.35
22.1					
Would Like To	No				
Know More	n	0	3	3	
About Rights	%	0.0	100.0	10.7	
	Yes				
	n	15	10	25	
	%	60.0	40.0	89.3	
	N	15	13	28	1.84
25					
Passive or	No				
Active Role	n	11	7	18	
At Meetings	%	61.1	38.9	43.9	
	Yes				
	n	8	15	23	
	%	34.8	65.2	56.1	
	N	19	22	41	1.86
26					
Are You Com-	No				
fortable With	n	6	1	7	
Active/Passive	%	85.7	14.3	17.1	
Role					
	Yes				
	n	13	21	34	
	%	38.2	61.8	82.9	
	N	19	22	41	3.53
29					
What You'd Do	Don't Know/Nothing				
If You Were	n	5	2	7	
Dissatisfied	%	71.4	28.6	17.1	

continued

Item	Response	Group		Row Total	χ^2
		Navajo	Anglo		
	Talk to Principal				
	n	3	3	6	
	%	50.0	50.0	14.6	
	Ask for 2nd Eval.				
	n	1	1	2	
	%	50.0	50.0	4.9	
	Talk to Team				
	n	10	16	26	
	%	38.6	61.5	63.4	
	N	19	22	41	2.46
33.1 Self/Have Teacher Decide What's Taught/ Cooperate	Self				
	n	5	6	11	
	%	45.5	54.5	37.9	
	Teach. Decide				
	n	8	6	14	
	%	57.1	42.9	48.3	
	Cooperate				
	n	0	4	4	
	%	0.0	100.0	13.8	
	N	13	16	29	4.11
34 Are You Capable of Deciding What's Taught	No				
	n	6	9	15	
	%	40.0	60.0	36.6	
	Yes				
	n	13	13	26	
	%	50.0	50.0	63.4	
	N	19	22	41	0.09
35 Have You Helped Write Objectives	No				
	n	18	18	36	
	%	50.0	50.0	87.8	
	Yes				
	n	1	4	5	
	%	20.0	80.0	12.2	
	N	19	22	41	0.61

* $p<.05$.

Anglos (43.5%) stated that the names of the laws were important. Fifty-six percent of the total sample thought that the names of special education laws were important to them. Therefore, approximately forty-three percent (44%) did not.

Level of Interest in Learning More About Rights

Subjects who responded "no" or "somewhat" to item 22 were asked item 22.1. Survey item 22.1 was: Would you like to know more about these rights? Twenty-five of the twenty-eight subjects who qualified for item 22.1 (89.3%) indicated that they would like to know more about their rights. All Navajos (100%) indicated that they desired more information as did ten Anglos (40.0%). The difference between groups was not statistically significant ($\chi^2=1.84$; $p>.05$).

Level of Personal Activity During Planning Meetings at School

Survey item number 25 was: When you go to these meetings, do you mostly sit and listen or do you talk about what you think your child needs? This question directly assessed the type of role that parents had assumed during IEP meetings. The four categories present in the survey item were collapsed to form two categories (active/passive) prior to the Chi-Square analysis. No statistically significant difference in role types was reported by group ($\chi^2=1.86$; $p>.05$), as eleven Navajos (57.9%) and seven Anglos (31.8%) indicated passive role types. An active role type was reported by 56.1 percent of the total sample.

Satisfaction with Reported Role During Meetings at School

Survey item number 26 was: Are you comfortable with that (active/passive) role or would you like to participate in another way? Item 26, closely related to item 25, was established to determine the extent to which parents felt that they could assert themselves or alter their roles in the IEP meeting. Eighty-three percent of all subjects stated that they were comfortable with the active or passive role described in item 25. As seen in Table 8, the Chi-Square analysis resulted in a finding of no statistical significance ($\chi^2=3.53$; $p>.05$). Thirteen Navajos and twenty-one Anglos were comfortable in their stated roles.

Level of Parent Activity When Dissatisfied With Proposed Services

Survey item number 29 was: If you were dissatisfied with test results and suggestions that were made for future planning for your child by the school, what would you do, if anything? A statistically significant difference was not found between the two groups on item 29 ($\chi^2=2.46$; $p>.05$). Response types between groups were highly similar with only one Navajo (5.3%) and one Anglo (4.5%) stating that they would request a second, independent evaluation.

Sixty-three percent (63%) of all subjects said that they would discuss their concerns directly at the IEP meeting if they disagreed with school personnel about test results or future plans. To this extent, most parents said they would

assert themselves if they thought that decisions were going to be made by school personnel which were not in the best interest of their children or about which they had a divergent opinion. Other responses usually included active resolution of the problem through appeal to a higher school authority. Three Anglos (13.6%) and three Navajos (15.8%) said they would use this method. Five Navajos (26.3%) and two Anglos (9.1%) said they would either do nothing or said they did not know what they'd do. Again, no statistically significant differences were noted between groups.

Non-use of Active Problem Resolution with School Personnel

Because it was suspected that some parents would use a strategy that did not actively involve the school system in resolving a potential problem, they were asked to describe what they would do in detail (item 29.1). Survey item number 29.1 was: Why would you do this instead of working with school people?

Five Navajos (26.3%) qualified for this probe question by indicating that they would not seek resolution with school personnel. A qualitative analysis indicated that two respondents stated, "I don't know what I'd do" and would not elaborate. Other Navajo responses included:

"There is nothing I could do. The goals are pre-set by school personnel,"

"I don't know what I'd do. I'm not really involved,"

"I don't know, but the school people are usually fair."

The two Anglo respondents who described strategies that did not actively involve school personnel at the IEP meeting said the following:

"I'd just go along with the plan. They know a lot more about what to do than I would,"

"I'd just go along with it for awhile and see if it worked and check back if it didn't and I'd take him out of school because they would insist on doing harmful things than I would like to see done. He doesn't advance so they give him the same grade over and over."

Level of Activity in Creating I.E.P.

Survey item number 33.1 was: Would you prefer to be asked (what you wanted your child to learn) or would you rather have the teacher(s) decide? Six Navajos and six Anglos responded "yes" to item 33 and, therefore, were not asked 33.1. These twelve persons represented approximately one-third of the sample.

The twenty-nine subjects who were asked item 33.1 did not show a clear trend among the following preferences: (a) to be asked what they wanted their child to learn, (b) to have teachers decide, or (c) to have a cooperative effort between teacher and parent. Various respondents, regardless of culture, desired different levels of personal involvement. Five Navajos (38.5%) and six Anglos (37.5%) said they'd prefer to be asked, eight Navajos (61.5%) and six Anglos (37.5%) said they'd prefer that the teacher decide, and no Navajo and four Anglos (25%) said they'd prefer a cooperative effort. Again, no significant differences were noted between groups ($\chi^2=4.11$; $p>.05$).

Reported Capacity for Making Educational Planning Decisions

Survey item number 34 was: Do you think that you are capable of making educational decisions about what your child should be taught? Most parents (63.4%) of both cultural groups felt confident that they were capable of making educational decisions about what their children should be taught. In fact, thirteen Navajo respondents (68.4%) stated that they felt capable of making such decisions, and thirteen Anglo subjects (59.1%) responded similarly. No statistically significant difference was noted between groups ($\chi^2 = .09$; $p > .05$).

Level of Activity in Writing Short-Term Objectives

Survey item number 35 was: IEP meetings are meetings where educational planning takes place. Goals are created here. These goals are called short-term instructional objectives. They are goals like: "Sally will learn to add a series of two digit numbers" or "Jon will learn to tell time accurately to the half hour." Have you ever helped create short-term objectives like this for your child?

One Navajo (5.3%) and four Anglos (18.2%) responded affirmatively to survey item 35. Differences between groups were not statistically significant. In total, five parents or 12.2 percent of the respondents reported assisting in the creation of short-term written objectives during IEP meetings. While no statistically significant differences were

noted between the two groups (χ^2=.61; p<.05), 87.8 percent of all respondents reported not participating in this important activity.

Research Question Five: A Summary of Results

Responses to survey items indicated that the two cultural groups do not significantly differ regarding the passive or active role types. In other words, Navajo and Anglo subjects reported participating in IEP meetings in a manner which could not be consistently classified as active or passive by group. Eighty-three percent of all subjects were satisfied with their reported passive or active roles at these meetings. Most subjects (63.4%) stated that they would discuss their concerns with the placement team directly at IEP meetings if they disagreed with test results or plans that school personnel were making during the meeting. However, seventeen percent of the respondents said they would do nothing or responded that they did not know what they'd immediately do if they disagreed with the plans.

Subjects queried in item 33.1 did not indicate any clear preference by group regarding what role (passive/active) they actually chose during IEP meetings. Subjects from both groups indicated that they would prefer to be asked what they wanted their children to learn (37.9%), others said they'd prefer to rely on teachers to make that decision (48.3%), and still others said they'd prefer a cooperative arrangement when making such decisions (13.8%).

Summary of Results

In summary, this study had two major objectives. One purpose of the research was to determine whether or not Navajo and Anglo Parents' report similar knowledge of their handicapped children's rights and associated educational processes as provided by state and federal laws. Another purpose was to determine the extent to which parents of the two different cultural groups had knowledge about these rights and processes. The five research questions presented earlier in this chapter address these two global questions. A summary of the findings by survey item is presented in Table 10.

Similarity of Knowledge Between Navajo and Anglo Subjects

With respect to the first objective listed above, it is evident that the Navajo and Anglo subjects had similar knowledge of their handicapped children's rights and associated educational processes. However, Anglo subjects responded more accurately when describing both the children's handicaps and the teachers' names and, in some respects, appeared to have more familiarity with the school system's special education procedures. This familiarity can also be related to the fact that the school system was a most significant source of information during the initial identification of the Anglo childrens' handicaps, but medical personnel were the major source of information in the identification of Navajo students' handicaps. It could also

Table 10

Chi-Square Analyses of Navajo and Anglo Responses to Survey Items by Research Question

Research Question No.	Survey Item No.	Abbreviated Item	N	P	χ^2
1	8	Knowledge of grade	41	1.00	0.00
1	9	Know teacher's name	41	0.00	*20.69
1	16	Student's age when first tested	39	1.00	0.04
1	17	Describe handicap accurately	41	0.02	*5.04
2	20	First informed parents	41	0.02	*10.36
2	21.2	Did anyone at school tell you laws	41	0.49	0.46
2	22.2	Source of legal information	28	0.01	*12.32
2	23	Did you receive booklet	41	0.53	0.04
3	21	Did you know laws existed	41	0.00	*8.69
3	21.1	Can you name laws that protect	22	0.94	0.01
3	22	Do you know your rights	41	0.30	1.05
3	29	What you'd do if you were dissatisfied	41	0.48	2.46
3	32.2	Defines mainstreaming	34	1.00	0.00
3	37	Frequency of required retest	41	0.89	0.02
3	38	Can you obtain copies of records	41	0.08	3.02

continued

Research Question No.	Survey Item No.	Abbreviated Item	N	P	χ^2
3	40	Do you know what due process means	41	0.26	1.29
3	42	Do you know when school services cease	41	1.00	0.00
4	24	Satisfied with special education service	41	0.02	*5.22
4	27	Same variety of programs and services	41	1.00	0.00
4	28	Were tests culture-fair	41	0.01	*10.17
4	30 & 31.1	Is their education different and better	41	0.22	1.51
5	21.3	Are names of laws important	41	0.24	1.35
5	22.1	Would like to know more about rights	28	0.17	1.84
5	25	Passive or active role at meetings	41	0.17	1.86
5	26	Are you comfortable with active/passive role	41	0.06	3.53
5	29	What you do if you were dissatisfied	41	0.48	2.46
5	33.1	Self/have teacher decide what's taught/ cooperate	29	0.13	4.11
5	34	Are you capable of deciding what's taught	41	0.77	0.09
5	35	Have you helped write objectives	41	0.43	0.61

* $p<.05$.

Note. Items 24.1, 27.1, 29.1, 39 and 43 are not included in this table because of insufficient data or descriptive response type.

relate to the fact that Anglo respondents reported attending more than twice the number of educational planning meetings than did Navajo subjects. More Anglos stated that they knew that laws existed which required the schools to provide handicapped children with special services, but knowledge of legal and educational processes between the two groups was similar in all other areas of inquiry.

Parents' attitudes towards their children's special education programs were also similar between the two groups, although Anglos were less satisfied with the services provided (see Appendix F). Furthermore, significantly more Navajos than Anglos considered the tests to be culturally biased which resulted in special education placement of their children. Finally, parents of either group could not be identified by their passive or active roles which they engaged in when acquiring legal and educational information. Analyses of data generated from responses to 75 percent of the survey items yielded no significant differences between groups.

Extent of Knowledge of Anglo and Navajo Subjects

While differences between groups have been discussed above, it is perhaps more important to restate the low information base held by both groups. The exploratory nature of this study resulted in data which indicated that parents of both cultural groups have little knowledge about their rights and associated educational processes. Both groups

lacked information about legal and educational information which had direct bearing on the resultant quality and duration of special education services then being provided to their children.

Most parents (63.4%) could not describe children's handicap accurately, although the majority did know their children's grade placement (92.7%) and their age when first tested (61.5%). Regardless of cultural identification and the variant income and education levels associated with each group, Anglos and Navajos lacked information that would enable them to even marginally promote the special education and social welfare of their children in the targeted public school setting.

CHAPTER 5

Discussion

Overview

The purpose of this study was to determine whether or not Navajo parents' knowledge of their handicapped childrens' rights and associated educational processes, as provided by Public Law 94-142 and related laws, was similar to the knowledge reported by Anglo parents. Another purpose of the study was to determine the extent to which both cultural groups had knowledge about the educational rights of their handicapped children.

Five research questions were created which addressed these issues. The five questions were designed to assess the following areas of parent knowledge: (a) legal and educational information, (b) sources of legal and educational information, (c) the degree of understanding of educational processes as provided by Public Law 94-142 (The Education of All Handicapped Children Act of 1975) and related state and federal laws, (d) parent attitudes toward their children's special education programs, and (e) the reported predominant role (passive or active) parents used in acquiring information about and assistance for their handicapped children.

A survey instrument was developed and used during a personal interview procedure. The survey items were

developed from literature printed by the Arizona State Department of Education for distribution by the school district. The literature contains information which describes the parents' and school's responsibilities in the education of handicapped children (Appendix B). Survey items also addressed parents' attitudes and role types as described in (d) and (e), above.

Parents were interviewed immediately following annual review of placement meetings. All Anglos initially identified for inclusion in the study participated (n=22). Nineteen of twenty-three Navajos participated, as four could not be located following home visits or by telephone.

Responses to the survey included dichotomous (yes/no), multiple categorical (a,b,c,d) and descriptive types as described in Chapter 3. Dichotomous and multiple categorical response types were analyzed with the Chi-Square method ($p<.05$) and descriptive statistics were employed for further clarification. Descriptive response types were compiled as anecdotal records. Demographic information of participants is provided below, followed by a discussion of the results of the study.

Sample Demographics

Forty-one subjects were involved in this study. There were nineteen Navajo subjects and twenty-two Anglo subjects. Many characteristics of the two cultural groups were similar; age, place of residence, location of interview, and sex.

However, important differences were noted. These included differences in the average years of schooling (Anglo=12.7 years; Navajo=7.3 years), average expected annual household income (Anglo=$35,400; Navajo=$13,400), and the average number of special education meetings attended (Anglo=11 meetings; Navajo=5 meetings).

Rural Parents' Characteristics

This section describes similarities which were noted among rural parents, both Anglo and Navajo, who participated in this study. The following characteristics were identified by rural parents as positive aspects of their previous contacts with the school and other sources of information.

Knowledge reported by the Navajo parents was highly similar to that knowledge reported by Anglo parents. Of the twenty-eight chi-square analyses which were conducted for the five research questions, only seven were statistically significant, resulting in more similarities between the two groups than differences. (Please refer to Table 10). Therefore, 75% of the survey items failed to identify statistically significant differences between the two groups. Importantly, parents of both groups demonstrated low levels of knowledge about legal and educational information. (See Tables 2-9).

Knowledge and Satisfaction

Rural parents identified a number of areas that they were either informed about or satisfied with or both.

Parents knew the grade which their child was enrolled in and also accurately reported the correct age when the child was first tested (or the year when they realized that the child was handicapped).

Parents also indicated at least rudimentary knowledge of some procedures involved with asserting themselves with school personnel if they felt that decisions/test results were being put forth that were not in their children's best interests. Similarly, they realized that they could gain access to records and obtain copies of such special education records if they chose to do so. This finding suggests at least minimal parental knowledge of their rights as parents.

The sample also indicated a relatively high rate of satisfaction with special education services, reporting that their children were provided with the same variety of services that non-handicapped students received. This outcome is consistent with the findings of Goldstein and Turnbull (1982), and further supports the contention that parents report satisfaction with special education services regardless of their personal level of involvement or knowledge of due process procedures.

Parents reported feelings of personal competence in regard to making decisions about what their child should be taught and many parents who were uninformed of their legal rights indicated a desire to learn more about these rights. Of the twenty-nine parents who stated that they were never asked what they wanted their child to learn, thirty-eight

percent indicated that they would prefer to make personal decisions, and fourteen percent would cooperate with the teacher in planning the content of their children's education. The remaining forty-eight percent indicated they would leave decisions about academic content to the teacher's discretion. In addition, rural parents were comfortable with their role during school meetings whether they were passive or active. Parents evidently did feel that they could express their personal concerns and maintained some level of control over their role during the planning meetings.

In summary, in only 3 out of 10 items assessing parent understanding of educational processes and laws related to special education services (see Table 4) did a majority (over 60%) of all parents report accurate information. The only item that differentiated the groups was the item asking the parents whether or not they knew laws existed. In that instance, significantly more Anglos responded affirmatively. On all other items (6 out of 10 items) a majority of parents from both groups (68% to 97% across items) failed to respond accurately. At the same time, over 63.4 percent of all parents felt capable of deciding what their children should be taught. Parents were typically very uninformed about their rights and related educational processes, but maintained that they were competent to make significant educational planning decisions of they chose to do so.

Lack of Knowledge and Dissatisfaction

This section describes rural parents' lack of knowledge and/or dissatisfaction with special education processes and procedures involving their handicapped children. As in the section above, this incorporates data from the five research questions and represents a synthesis and discussion of that data.

Although many parents (53.7%) indicated that the school was the primary agency involved in the initial identification of children's handicapping conditions, they also reported never having been told the names of laws governing that process (90.2%) nor had they received a pamphlet which provided a synopsis of those laws (75.6%). It is apparent that approximately half of the parents reported knowing that laws existed to provide handicapped children with special services, but they lacked any depth of understanding regarding those same laws. Specifically, rural parents readily admitted that they did not know their rights related to such laws (68.3%), and therefore could not define important concepts such as mainstreaming (97.1%), due process (85.4%), when school services to their handicapped children would cease (78.0%), or the frequency of qualifying reevaluations (92.7%). It should be noted that all of this legal information is contained in the pamphlet referred to above (Appendix B).

While some would maintain that a number of the concepts mentioned above are technical or complex, the indications are

that previous studies (Goldstein, Strickland, Turnbull & Curry, 1980; Goldstein & Turnbull, 1982) are correct in concluding that parents are not equal partners in the educational planning process. Subjects generally indicated that they would assert themselves if they were dissatisfied with the proceedings of an IEP meeting or the conclusions of test results and they also felt competent to determine what their child should be taught, but only two parents reported knowledge of their right to a second, free, and independent evaluation in such cases. Furthermore, almost ninety percent (87.8%) had never been involved in the writing of educational objectives during the planning process.

In summary, rural parents who participated in this study were clearly at a disadvantage in the special education planning process and were not in a position to advocate or even marginally promote their children's best interests as equal partners, as suggested by Goldstein et al., (1980), Helge (1980), and Omohundro, Schneider, Marr and Gronneman (1983). Furthermore, this research concurs with the conclusions of Budoff and Orenstein (1982), Goldstein and Turnbull (1982), the National Committee for Citizens in Education (1979), Shevin (1983), and Winton and Turnbull (1982), as parents reported interest in learning more about their rights and in participating more in the special education process but lacked the legal and technical knowledge as to how to realize that potential involvement.

The present study further identified specific inadequacies in parents' knowledge which prevented full participation.

Cultural Differences

This section describes cultural differences which were apparent between the two groups, rather than describing characteristics common to all of the rural parents. Seven survey items resulted in statistically significant differences between the two cultural groups, although demographic characteristics clearly differentiated the two groups in many important areas as well.

Expected Income, Educational Attainment, and Attendance

The Navajo group's annual income was approximately $20,000 less than the reported Anglo income. Concerns with survival were much more apparent with the Navajo subjects, and attendance at special education meetings was lower than Anglos' reported rates of attendance over a similar time period by approximately fifty percent. The Navajo parents attained an average level of educational attainment of grade seven, while Anglo parents had typically graduated from high school. These demographic characteristics are relevant factors when considering the implications of the statistically significant differences discussed below. The differences between the two groups could be interpreted as indicating that the Navajo subjects were a distinctly disadvantaged group.

However, differences between the two cultural groups regarding their knowledge of their handicapped childrens' rights and associated educational processes were not of the magnitude (with respect to the five research questions) as originally hypothesized. Certain specific differences between cultural groups did emerge, and these have implications for understanding cultural differences that may influence the special education of their children.

Because Anglo parents described both the teacher's name(s) and the children's handicapping conditions more accurately than did Navajo subjects, there is some indication that they may have more information or involvement in the special education of their children than do Navajo parents. Seventeen of the twenty-two Anglo parents mentioned the special education teacher's name when stating teachers' names, but only one Navajo parent did this. Again, the majority of Anglo parents were personally familiar with the special education teacher, but this was clearly not the case with the Navajo parents.

Both groups reported that the children had attended the school system for approximately the same average length of time (Navajo parents=5.2 years; Anglo parents=6.5 years). However, Anglo parents reported attending an average of eleven special education planning meetings while Navajo parents reported attending five. The handicapped Navajo children had been identified by and served by the school in special education programs for an average of 3.6 years, while

the Anglo subjects' children had been identified and served in those programs for an average of 5.0 years. Based on this information, it was estimated that Navajo parents attended an average of 1.4 meetings per year, while Anglo parents attended 2.2 meetings per year. The implications of this are that Navajo parents took less opportunity to attend and participate in the special education planning process (Individual Education Plan meeting).

It should be noted that some parents of both groups had their children's handicaps assessed or knew about the conditions prior to their children's entrance into school. Navajo parents whose children had disabilities assessed at birth by medical personnel and Anglo parents whose children's handicaps were just "obvious" to them prior to school entry account for these parents' earlier knowledge of the presence of handicaps. Anglos reported knowing about the disabilities for an average of 7.2 years and Navajos reported knowledge for an average of 6.8 years. Because of the insignificant difference in the average length of time parents of each group knew about the respective handicapping conditions, Navajo children were apparently served for less time and their parents attended significantly fewer meetings during that time period.

Other significant differences between groups also involved knowledge of rights related to special education. Specifically, significantly more Anglos than Navajos ($p<.05$) knew that special laws existed to protect themselves

and their children (Navajo parents=22.7%, Anglo parents= 73.7%), and significantly fewer Navajos viewed the school system and its personnel as a source of additional legal information. Approximately one third of the Anglo group stated that the handicaps were just obvious to them, while one third of the Navajos reported initial identification of the handicaps by medical personnel. Significantly more Navajos than Anglos viewed the tests which influenced placement decisions as culturally biased. This perspective is likely to represent a communication barrier and an implicit lack of personal investment regarding other special education procedures involving special education teachers and evaluation specialists.

When asked directly whether they thought that they were satisfied with the special education programming that their children were receiving, all Navajos responded affirmatively. Anglos were not as satisfied with special education services, since approximately one-third reported some suggestions early in the interview. Again, this is consistent with the research reported by Goldstein and Turnbull (1982), who found that parents reported a high level of satisfaction with special education programming regardless of their lack of involvement or objective knowledge about the special education procedures. The finding is also meaningful in relation to the research by Auerbach (1976) and Liu (1978) who found that many rural adults will report no need for

assistance (such as vocational rehabilitation services) regardless of their need based upon more objective data.

It is interesting to note that forty-seven percent (47%) of the Navajos voiced suggestions at the end of the interview. It could be that more time was necessary for the Navajo parents to feel comfortable with the interview process before voicing any concerns to the examiner.

Because a number of Navajo subjects felt that the tests conducted by the school that influenced placement decisions were unfair, and one parent also stated that some racial bias against Navajo students was present in the school system, it is possible that some Navajo parents were not willing to be critical of their children's special education program early in the interview. Please refer to Table 10 (Chapter 4) for a presentation of items which resulted in statistically significant differences between cultural groups.

Implications

This section describes the implications of this study, contrasting the findings with suggestions or implications from earlier research. Implications for parents, school administrators, special education personnel, guidance counselors, medical staff employed in clinics and hospitals (Indian Health Services, in particular), child advocacy groups, and state departments of education are delineated below.

The provision of information to parents of handicapped children appeared less than satisfactory according to rural parents' reports. Results of the present study were consistent with the findings reported by Goldstein, Strickland, Turnbull, and Curry (1980). While the school was named as a key source during the original identification of handicapping conditions, the targeted school system did not simultaneously provide parents with the necessary tools to make meaningful and valid decisions regarding the content or process of the children's education. Therefore, the most obvious implication is for rural schools to make a determined and thoughtful effort to insure the equal participation of parents in the special education process. Methods for assisting in this task are delineated by Goldstein and Turnbull (1982), Martin (1975), Reynolds (1978), and Shevin (1983).

Parents have indicated a preference for written materials regarding their rights (Sparling, 1981), but this was not accomplished in the targeted school system. The school system, according to respondents, did not tell the parents the names of special education laws and did not provide written pamphlets published by the Arizona Department of Education. Furthermore, there is considerable evidence that they did not provide adequate verbal transmission of the contents of the pamphlet which outlines the rights and responsibilities of the parents and school in the education of handicapped children as stipulated in Public Law 94-142.

Language and Linguistic Considerations

The impact of linguistic variances between the cultural groups were considerably diminished as a result of the back-translation process. It is also possible that the extent of minority acculturation within the culturally integrated community from which the sample was drawn also diminished the linguistic factors described by Young (1967) and Bransford (1982). Future studies should consider pilot studies as necessary to improve the structure of the instrument and to ease administration of the survey with monolingual minority groups.

The survey instrument for this study (Appendix A) was created with the intent that other investigators could use it, either in its present form or in an adapted form. The process of back-translating should be employed so that an audio cassette of the minority group's language can be available and translators can be trained to perform in a consistent and reliable manner. It is important that the back-translation process be conducted with these professional translators of the minority culture prior to the use of the instrument.

Training and Utilization of Advocates

Researchers Goldstein and Turnbull (1982) have indicated that advocates, such as guidance counselors, can make a difference in increasing the relevant contributions by parents during IEP conferences. According to these authors,

when counselors asked the first questions to other team members, parents then began to contribute information about the children's behaviors in the home. Counselors, acting as advocates, can direct questions to parents, verbally reinforce their contributions, and summarize and clarify comments.

Practitioners have long been aware of their conflicted role as advocates in contrast to their many school districts requirements to contain costs within specific budget requirements. Because an advocacy stance on the part of a guidance counselor or school psychologist could result in increased services being requested by the parents in behalf of the child, a commensurate increase in costs can sometimes be anticipated. The conflicted role mentioned above is likely to continue as long as school psychologists or guidance counselors are expected to operate with this dual role. The impact of personnel assuming these dual roles is discussed in greater detail in the next section with respect to sensitizing professionals to this conflict as part of their graduate training.

Local education agencies should seek to adopt standard procedures to be followed when minority students are identified as handicapped. This might include utilization of qualified translators who are trained to interpret and explain special education procedures derived from state and federal laws. In addition, the translators might also serve as advocates who are trained in a family systems approach to

psychoeducative interventions as explicated by O'Connell (1985). O'Connell has suggested the use of local culturally accepted advisors and facilitators when presenting information and working with Native American adults (J. C. O'Connell, personal communication, 1987).

While written information has been identified as the preferred medium for providing information to parents about their rights under special education laws (Sparling, 1981), neither Anglos nor Navajos in the present study had received or comprehended the more technical aspects of procedures or concepts such as mainstreaming, due process, and others. Therefore, alternate procedures that have yielded promising outcomes (such as close association with parents of other handicapped students and advocacy groups such as the Association for Retarded Citizens or The Association for Persons with Severe Handicaps as suggested by Turnbull and Turnbull, 1982) should continue to promote children's best interests by increasing parental awareness of special education issues. In fact, a recent newsletter of The Association for Persons with Severe Handicaps (TASH) reported the development of self-help groups that are emerging in behalf of handicapped persons in less developed countries (Neufeldt, 1987).

Training Special Education Personnel and School Administrators

While special educators, school psychologists, and school administrators are all involved in making special

education decisions as members of school-based teams, professional training programs among the three disciplines are varied in many respects. Although college or university programs resulting in educational certification are likely to contain some orientation regarding due process in special education, for example, the concept of what constitutes an individual's right to fair and equal treatment during this process is likely to differ between school personnel because of the respective orientations resulting from the assumption of particular roles within the school system. In fact, the role of the special educator who attempts to advocate for the parent and handicapped child may, at times, directly conflict with the perspective held by the school adminstrator (Budoff and Orenstein, 1982; Shevin, 1983).

With this in mind, state departments of education in conjunction with college and university training programs in these respective fields should work together to enhance the efficacy of school systems which serve minority and majority culture handicapped students and their parents (Goldstein and Turnbull, 1982). This should be of particular concern in providing services to minority groups due to frequent over-representation of these groups in special education populations (Mercer, 1977).

Changes in the graduate and undergraduate training programs in counseling, educational psychology, and educational administration could shape many school districts' responses toward adopting a more proactive, progressive

perspective as suggested by Budoff and Orenstein (1982). Furthermore, improvements in university training programs could ultimately improve the special education service delivery procedures to handicapped children in the public school setting. Specifically, undergraduate and graduate classes could be designed to facilitate communication between programs which ultimately certify students as special education teachers, school administrators, school psychologists, and school guidance counselors. It is assumed that transdisciplinary approaches and cooperation during academic training may assist in furthering cooperation between professionals in the work setting.

Respecting Individual Preferences

MacMillan and Turnbull (1983) have discussed some factors influencing the advisability of increased parent involvement in the IEP and decision-making processes. While Turnbull has been a consistent advocate for maximizing parent involvement in the special education process, Turnbull and MacMillan have recently presented issues related to further consideration of the risk of parent burnout. This stress-related experience is due to lengthy involvement with extremely needy, severely disabled children and, in some cases, the simultaneous demands of other family members. While the assessment of parents' financial and emotional burdens were not included in the present study, parents' disinterest or feelings of powerlessness over their

childrens' educational programs due to their own limitations should be further assessed.

Considerations of family survival factors were certainly apparent with the low-income Native American subjects interviewed in the present study. The poverty and educational limitations of many of the Navajo subjects has resulted in greater parental concern with survival issues than with child advocacy or the appropriateness of the handicapped child's educational program. Therefore, while the intent of Public Law 94-142 was to promote parent involvement as equal members of the team, MacMillan and Turnbull have recently suggested that individual preferences be respected as well.

Other Considerations

Future studies should, of course, include a larger sample. It is likely that researchers will need to travel considerable distances to locate and request the participation of Native American residents of rural areas. Research organizations such as the Native American Research and Training Center at Northern Arizona University are continuing to create and improve service delivery models to Native Americans, and such research organizations are centrally located and equipped to coordinate and conduct these larger studies.

Educational interventions with other minority groups are also receiving increasing attention by school psychologists

who are sensitive to psychological, psycho-linguistic and sociological characteristics of minority groups (Pellicari-Rodriguez, Naimey, & Cazort, 1986), and it is proposed that other intact minority cultures continue to be assessed throughout the United States. The Office of Minority Health has recently been created within the Federal Department of Health and Human Services (Bales, 1986). It is hoped that this will result in further financial support for research and direct service provision to the parents of minority school-aged handicapped children.

Summary

The purpose of this study was to determine whether or not Navajo parents' knowledge of their handicapped children's rights and associated educational processes, as provided by Public Law 94-142 and related laws, was similar to the knowledge reported by Anglo parents. Another purpose of the study was to determine the extent to which both cultural groups had knowledge about the educational rights of their handicapped children.

The five research questions which were utilized to address these issues resulted in the compilation of data which generally indicated that Navajos' knowledge of their handicapped children's rights and associated educational processes was similar in most respects to the extent of knowledge reported by Anglo parents. However, there were some significant differences between the two groups. These

included demographic characteristics including the average years of schooling, the average expected annual household income, and the average number of special education meetings attended by the respective groups. In all of the instances mentioned above, Navajos appeared to be at a distinct disadvantage; they had significantly less schooling, expected much less income, and had attended less than half of the educational planning meetings reported by Anglo parents over a similar time period.

Rural parents, i.e., both Anglo subjects and Navajo subjects, had many common characteristics based on their response patterns. These included rudimentary knowledge of some procedures involving asserting themselves during educational planning meetings and basic knowledge about access to records and the like. There were indications that parents have at least minimal knowledge of their rights and responsibilities in the educational planning process.

Parents generally felt comfortable with their role during school meetings and neither group could be definitively classified as assuming a passive or active role during such meetings. Parents reported feelings of competence with regards to making decisions about their child's education and creating specific educational objectives, but very few were actually involved in these tasks.

The most important outcome of this study is the finding of extreme lack of knowledge that parents of both groups had

about the educational rights and processes afforded them in Public Law 94-142 and related state and federal laws. Specifically, parents reported never having been told the names of these laws, nor had they received a pamphlet which provided a summary of the laws. However, the majority of parents indicated that the school was the primary agency involved in the initial identification of their childrens' handicapping conditions. This is important because it establishes the conditions whereby the school was in a more significant role to provide such information, yet the parents reported never having received this information.

Parents readily admitted that they did not know their rights related to such laws and, therefore, could certainly not be expected to define such concepts as mainstreaming, due process, date of termination of school services, or the mandated frequency of required special education re-evaluations. All of this information is contained in a pamphlet (Appendix B) was held by the local school district and printed by the Arizona Department of Education in 1982.

Finally, cultural differences that were identified were likely to be related, in part, to the demographic differences described above. Navajo subjects were most likely concerned with survival issues and, in fact, reported that survival issues were most important and precluded their attendance at special education meetings. Concerns with survival issues also explains, to some extent, the Navajos lack of attendance

at educational planning meetings. Anglo parents attended approximately twice as many meetings over a similar time period.

There were some indications that Navajos thought that tests which influence placement decisions are culturally biased and this has implications for future service provision. Significantly more Anglos knew that special laws existed to protect themselves and their children and, perhaps consonant with the finding that Navajos suspected that tests were culturally biased, Navajos also did not view the school system and its personnel as a sound source of legal information to the extent indicated in Anglo reports.

There are many implications for future service provision for these groups. Results of the present study were generally consistent with earlier findings which indicated that, while the school system is legally responsible for distributing the aforementioned information and legal parameters regarding service provision, the school system did not successfully fulfill this obligation. Rural school systems, therefore, will need to insure participation of parents in the special education process, especially in cases where survival issues are not paramount. More efforts will be needed to provide parents with written pamphlets and interpretations to monolingual minority parents should be thoroughly explicated by a Native American speaker.

The use of advocates to promote the best interests of the child may also assist the parent in participating more

fully in the educational planning process. This is consistent with other researchers' suggestions promoting the use of local, culturally accepted advisors who could present legal information in a meaningful manner, while taking taking linguistic variances into account. Furthermore, these same individuals could, if funded by an independent agency, organize information centers for promoting formal associations of parents interested in learning how to obtain the most appropriate services for their handicapped children.

University training programs in the field of special education, educational administration, and educational psychology should consider the formulation of classes which would promote collaboration between respective school personnel. While training will necessarily maintain training paradigms which best suit the specific role in which students will later assume within school systems, it is likely that a collaborative effort to understand the dynamics of the educational planning process would provide better services yet remain cost effective. A common understanding between the direct service providers and administrators could lead to improved service provision and reduction of disparate views held by individuals in key roles within the school system. Students in medical school and interns considering hospital administration would also benefit from such collaboration. It is hoped that future research investigations into the knowledge of educational rights and processes held by minority and majority culture parents which

will ultimately lead to more appropriate services to handicapped children.

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APPENDIX A

Parent Information Survey

Parent Information Survey

Verbatim: This study is very important to families of handicapped school-aged children. As you have very useful information about your handicapped child, I'd like to ask you a series of questions. I'll answer any questions that you have about the study. All of the things that you tell me are confidential. I will not tell anyone what you have personally told me. No one will know how you answered these questions but me. Please answer the questions honestly and simply. If you have any questions or confusion about what I'm asking you, please stop and ask me about it. I'll record your answers on this sheet. Do you have any questions before we start?

Response: Yes No

Section I: Demographics

1. Code Number _____

2. What language do you feel most comfortable using in talking to me about your child?

   1. English 2. Navajo
   If Navajo, go to 2.1 _____

   2.1 Would you like me to use a Navajo speaker?

   1. Yes 2. No _____

3. Interview is conducted in:

   1. English 2. Navajo _____

4. Culture

   1. Anglo 2. Navajo Census #_____

5. Where do you live?

   1. Winslow 2. Navajo Res.
   3. Other _____

   If Navajo parent:
   5.1 Do you have another home on/off the reservation?

   2. Yes 2. No _____
   If yes, go to 5.2

5.2 Where do you live most of the time?

1. On res. 2. In Winslow _____

6. Where did interview take place?

1. In school setting
2. In parents home _____

7. How old are you? Age: _____

8. What grade is your child in?

1. gr. 1 2. gr. 2 3. gr. 3
4. gr. 4 5. gr. 5 6. gr. 6
7. gr. 7 8. gr. 8 9. gr. 9
10. gr. 10 11. gr. 11
12. gr. 12 13. self-contained special ed room

Child's actual grade is: _____

9. What is the name of your child's teacher?

Stated name _____

Actual name _____

9.1 Did the parent mention the special education teacher's name?

1. Yes 2. No _____

10. What is the relationship of the interviewee to the child?

1. Mother 2. Father
3. Caretaker other than mo/fa _____

11. How much schooling have you had?

1. None 2. K-7 3. 7-11
4. HS degree
5. College 2 years
6. College, more than 2 years R: _____

12. What will your family's income be this year?

    1. 0-7,000 2. 7,100-10,000
    3. 10,100-15,100
    4. 15,100-20,000
    5. 20,000-30,000
    6. More than 30,000

    Amt: _____

13. How is the largest part of your income provided: Through what job or source? (actual role)

    _____

    _____

    _____

14. How long has your child attended Winslow public schools? (Years)

    1. Record_____

15. Note: If interviewed at home: What kept you from coming to the scheduled meeting at your child's school?

    Record_____

    _____

    _____

    If no response (NR):

    15.1 What were some of the things that kept you from going that day?

    _____

    _____

    _____

    _____

If this is insufficient and NR:

15.2 I'm sure that there are sometimes problems in going to your child's school. We all have problems trying to get everything done some days. Let me give some examples of things that might have kept you from going to the school.

Bad time of day or bad day for you to come, money problems, problems with your car, or general dislike of schools, maybe you think that it is the school's responsibility to come to your home. So, why were you unable to attend the meeting at the school?

_____

_____

_____

_____

_____

16. How old was your child when she/he was first tested and you found out she/he was handicapped?

Record _____(age)
If insufficient or NR:

16.1 Did you find out before they started kindergarten?

1. Yes 2. No

_____

16.2 Were they in school when you found out?

1. Yes 2. No

_____

16.3 Can you remember what grade they were in when you found out?

Record grade _____
Parent response

17. What type of handicap does your child have?

1. Mentally handicapped
2. Educably mentally handicapped
3. Trainably mentally handicapped
4. Hearing impaired
5. Deaf
6. Speech impaired
7. Visually impaired
8. Blind
9. Seriously emotionally disturbed
10. Other health impaired
11. Deaf/blind
12. Orthopedically impaired
13. Multiply handicapped
14. Culturally deprived
15. Parent description*
16. Don't know

*Parent description: _____

_____

_____

_____

_____

If parent responds with 15 and says something is wrong with an organ or body part, say:

17.1 What's wrong with his/her _____ Record: _____

_____

_____

_____

_____

If handicapping condition is still unclear:

17.2 What does he have trouble doing that other children don't seem to have trouble with? Record: _____

_____

_____

17.3 Accuracy of parent responses:

1. Accurate
2. Inaccurate

_____

18. How many educational planning meetings have you attended in your lifetime? Number: _____

Section II: Knowledge of Rights

19. How long have you known that your child was handicapped?

1. 1 yr.	2. 2 yrs.
3. 3 yrs.	4. 4 yrs.
5. 5 yrs.	6. 6 yrs.
7. 7 yrs.	8. 8 yrs.
9. 9 yrs.	10. 10 yrs.
11. 11 yrs.	12. 12 yrs.
13. 13 yrs.	14. 14 yrs.
15. 15 yrs.	16. 16 yrs.
17. 17 yrs.	18. 18 yrs.
19. 19 yrs.	20. 20 yrs.
21. 21 yrs.	22. Less than one year

Years _____

19.1 Records _____

20. What person first informed you about your child's handicapping condition or suggested that your child had a handicap?
1. School personnel
2. Medical personnel
3. No one, it was obvious to me
4. Religious person (priest)
5. Member of gov't (BIA, DES, etc.)
6. Member of PTA
7. Member of parent group
8. Relative
9. Other _____ Ans. _____

20.1 If 8, relative, Was the relative a teacher or a doctor or someone who knows about handicaps?

1. Yes 2. No _____

20.2 Who was the next person you you went to for advice or help? _____

_____

_____

21. Did you know that there are special laws that require the schools to provide your handicapped child with special services?

1. Yes 2. No _____

If yes,

21.1 Since your child has the right to receive services, can you tell me the names of some of the laws that protect you and your child?

If yes, record: _____

1. Accurate
2. Inaccurate _____

21.2 Has anyone at the school ever told you the names of these laws?

1. Yes
2. No _____

If no,

21.3 Do you think that knowing the names of the laws is important?

1. Yes
2. No _____

22. Do you think that you know your rights and the rights of your child that have to do with his/her handicap?

1. Yes
2. No _____

If no, or somewhat,

22.1 Would you like to know more about these rights?

1. Yes 2. No _____

22.2 How would you get more information?

1. Teacher
2. Dir. of Special Ed.
3. School Principal
4. Superintendent
5. Lawyer
6. Dept. of Education
7. Other _____ Ans:_____

23. Have you ever received an article booklet like this one? (Show subject Arizona State guidelines for rights and responsibilities of parents of handicapped?

1. Yes
2. No or unsure _____

24. Are you satisfied with the special education services provided for your child in his/her school?

1. Yes
2. No or have some reservations _____

If no or have some reservations,
24.1 What bothers you about it? _____

_____

_____

_____

24.2 Have you talked to anyone at the school about the concerns?

1. Yes
2. No _____

If yes, go to 24.3; If no go to 24.4:
24.3 Who and what did they say: _____

_____

_____

_____

25. When you go to these meetings, do you mostly sit and listen or do you talk about what you think your child needs?

    1. Active
    2. Passive

    _____

26. Are you comfortable with that (active/passive/non-involved) role or would you like to participate in another way?

    1. Comfortable w/stated role
    2. Uncomfortable w/role and would rather be more

    _____

27. Do you think that your child participates in the same variety of programs and services that children without handicaps participate in?

    1. Yes
    2. No

    _____

    If no,
    27.1 Why doesn't she/he participate to the same extent?

    1. Child chooses not to
    2. Parent does not allow child to
    3. School facilities are inadequate to allow equal participation
    4. Other

    _____

    If 3, school failure:
    27.2 Have you talked with anyone at the school about your concern(s)?

    1. Yes
    2. No

    _____

    If yes,
    27.3 Who, and what was the result?

    _____

    _____

    _____

    _____

28. Do you think that tests conducted by the school that influence placement decisions are free from racial and cultural discrimination? Are the tests fair for different cultural groups?

    1. Yes
    2. No

    _____

29. If you were dissatisfied with test results and suggestions that were made for future planning for your child by the school, what would you do, if anything?

    If parent indicates that this is unclear:
    For example, suppose you thought that there was something unfair about the test procedure or results, what would you do?

    1. Nothing
    2. Talk to the people at the planning meeting and just tell them I disagreed and that they should change their ideas.
    3. Talk to principal and/or school superintendent/school board
    4. Request that a second evaluation be conducted by an independent evaluator
    5. Consult my lawyer
    6. Move to a new school
    7. Contact the State Dept. of Ed. to learn what to do next
    8. Have the rights of due process
    9. Other _____ Ans: _____

    _____

    If strategy involves meetings out of school system or non-system strategy:
    29.1 Why would you do this instead of working with school people?
    Record: _____

    _____

    _____

    _____

Section III: Understanding of Rights

Now I'm going to ask you to tell me about some ideas you may have heard at this school or other places.

30. Is the education that your son/daughter is getting different from the education that most children get in this public school?

    1. Yes
    2. No _____

    If yes response,
    30.1 Is it different and better or different and worse?

    1. Better
    2. Worse _____

    30.2 How is it better/worse?
    Record: _____

31. Are you required to pay more money to educate your child because she/he is handicapped?

    1. Yes
    2. No
    3. Don`t know _____

32. Is your child mainstreamed?

    1. Yes
    2. No
    3. Don't know _____

    If yes, go to 32.1
    If no or don't know, go to 32.2
    32.1 Can you give me some examples of their mainstream activities?
    Record: _____

    _____

    _____

    _____

    _____

    Correct/Incorrect _____

Ask all subject:
32.2 Do you know what mainstreaming means? Record: _____

_____

_____

_____

1. Correct
2. Incorrect _____

33. Were you asked what you wanted your child to learn?

1. Yes
2. No
3. Don't know/unsure _____

If no,
33.1 Would you prefer to be asked or would you rather have the teacher(s) decide?

1. Prefer to be asked
2. Prefer teacher decision
3. Prefer combined effort, coop. _____

34. Do you think that you are capable of making educational decisions about what your child should be taught?

1. Yes
2. No _____

35. IEP meetings are meetings where educational planning takes place. Goals are created here. These goals are called short-term instructional objectives. They are goals like: "Sally will learn to add a series of two digit numbers" or "Jon will learn to tell time accurately to the half hour." Have you ever helped create short-term objectives like this for your child?

1. Yes
2. No _____

If yes,
35.1 What did you do? Record:_____

_____

_____

_____

_____

36. Were you ever encouraged to help create short-term objectives with school personnel at meetings you've attended?

1. Yes
2. No
3. Don't know Record:_____

37. As far as you know, how often is the school supposed to retest your child to find out about his/her handicap as required by law?

1. Don't know
2. Every year
3. Every 2 years
4. Every 3 years
5. Other_____ Record: _____

_____

_____

Section IV: Due Process and Confidentiality

38. Can you obtain copies of your child's school records?

1. Yes
2. No
3. Don't know
4. Some of them _____

38.1 Can you obtain all of them or just some of them?

1. Some
2. All
3. Don't know _____

39. Who can obtain school records about your son/daughter for their personal review?

1. Legal guardian, parent only
2. Child if 18 or older
3. Principal or school official
4. No. 3 plus counselors
5. Teachers
6. All persons
7. Don't know
8. Other _____ _____

If #1,
39.1 Does anyone at school have access, too? Record: _____

_____

_____

_____

_____

40. Do you know what the words "due process" mean?

1. Yes
2. No
3. Unsure, vaguely defined _____

If yes,
40.1 What are the legal due process procedures that are available to you if you were continually dissatisfied with services provided or lacking from your child's educational program?

1. Don't know
2. Can hire a lawyer
3. Process protections under PL 94-142, etc.
4. Other _____ _____

41. Has anyone ever explained what "due process" means to you?

1. Yes
2. No
3. Don't know
4. Yes, forgot _____

42. How long can your child legally remain in the public schools: In other words, at what age does the school stop providing services?

1. Don't know
2. 14
3. 16
4. 18
5. 21
6. Other _____ _____

43. What suggestions can you give me that would help teachers and administrators provide your child with a better education? _____

_____

_____

_____

_____

Closure have access, too? Record: _____

_____

_____

_____

_____

APPENDIX B

Rights and Responsibilities of Parents and Schools in the Education of Handicapped Children

Rights and Responsibilities of Parents & Schools in

the Education of Handicapped Children

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent
Revised Sept. 1982

parents and schools to determine appropriate services for handicapped children. However, parents and schools may, at times, experience difficulties in coming to an agreement on precisely what special education services a child may need. These differences of opinion may be very specific to an individual child, or may be a more global problem involving a particular district policy or procedure related to the provision of a free appropriate public education.

You, as the parent, are the primary helper, monitor, coordinator, observer, record keeper, and decision maker for your child. You are an expert on your child and should not feel intimidated or out of place within the school. It is your right to understand your child's diagnosis and the reasons for treatment recommendations and for educational placement.

Some parents find that maintaining a notebook on their child's educational program to be very helpful. It would be most valuable to start the notebook at the time your child enters school. Make entries of names, addresses, phone numbers, dates of conferences, the persons present during the conferences, and as much of what was said as you can remember. Record the questions you asked and the answers you received. Record any recommendations made. Make notations of phone calls with school personnel—include dates, the purpose, and the results. It is best to make important requests concerning educational programs by letter. Keep a copy for your notebook. It may also be a good idea to write down professional terms used and definitions that you are given. It would always be appropriate to request a copy of your child's Individual Education Plan (IEP) after you and the school complete this document.

Q. **Where do I begin if I have a problem?**

A. You have begun. The first step is to become informed. This involves being informed concerning special education regulations, laws and rights as well as the lines of authority and procedures within the local district and the more formalized complaint and legal procedures. The primary resources available to you for assistance in acquiring this information are:

1. Your Local School District

   - District Policies and Procedures
   - Lines of Authority
   - Parents' Rights
   - Student Records
   - District Plans for Special Education

   Learn who is responsible for special education services for the district as a whole, as well as the person responsible at your

child's school. Always attempt to resolve any problems through the appropriate lines of authority established within the district.

2. Arizona Department of Education—Special Education Section

- Due Process Procedures
- Parents' Rights
- State Laws and Regulations
- Federal Regulations
- Advocates
- Child Find
- Resource Individuals

Main Office:

1535 West Jefferson
Phoenix, Arizona 85007
Tel. (602) 255-3183
1-800-352-5468 (Child Find and Parent Advocate)

Northeastern Office:

P. O. Box 156
St. Johns, Arizona 85936
Tel. (602) 337-4623

Southern Office:

403 West Congress, Room 310
Tucson, Arizona 85701
Tel. (602) 628-5960

Q. How are most problems resolved?

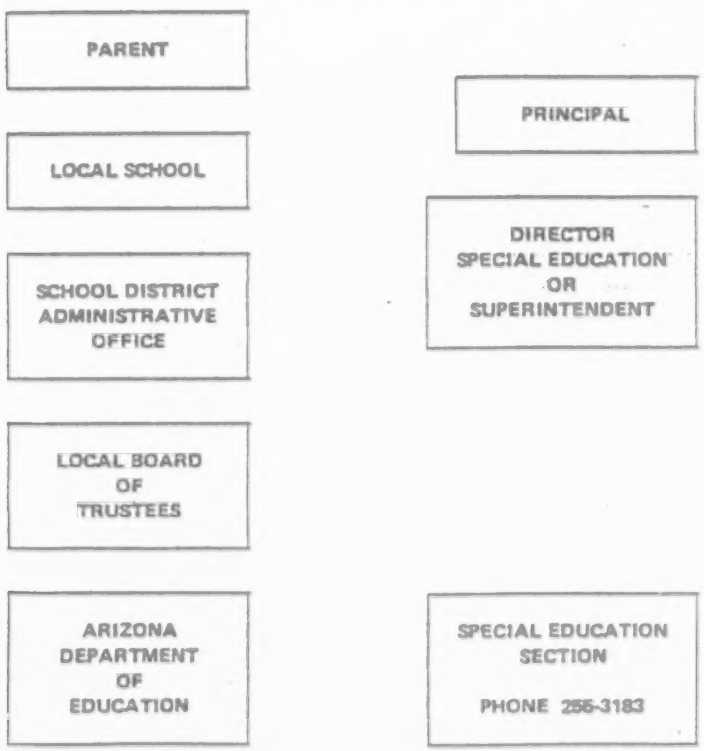
A. The vast majority of differences are settled within the school district in which your child is receiving services—either with the teacher, special education contact person, department chairman, or principal. It is usually most appropriate and less time-consuming to exhaust this level first before moving to other levels because the people within that school know the child and the environment in which the child is placed and they have the necessary information close at hand to resolve the issue.

Q. If the problem is not resolved, who else can I contact within the school system?

A. Other persons may include the director or coordinator of special education, the district superintendent or assistant superintendent, or the district school board president.

Many districts have established mediation procedures as an intervening step prior to conducting a formal due process hearing. Although the process of mediation is not required by law, a district may wish to suggest mediation in disputes concerning the identification, evaluation, and educational placement of handicapped children, and the provision of a free appropriate public education to those children. In many cases, mediation leads to resolution of differences between parents and districts without the development of an adversarial relationship and with minimal emotional stress. However, mediation may not be used to deny or delay a parent's rights to due process.

BASIC STEPS IN SEEKING SPECIAL EDUCATION ASSISTANCE FOR YOUR CHILD



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[20 U.S.C. 1221e–3(a)(1)]

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Dr. Jim Hartgraves — Deputy Superintendent — Dr. Ray Ryan

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RIGHTS AND RESPONSIBILITIES OF PARENTS AND SCHOOLS IN THE EDUCATION OF HANDICAPPED CHILDREN

The Special Education Section of the Arizona Department of Education has compiled this handbook outlining the rights and responsibilities of school districts and parents in referral, evaluation, and special educational programming for handicapped children ages 5 - 21. Special Education means adapting regular school curricula, teaching methods, materials, and techniques to benefit the special needs of handicapped children, including regular classroom instruction whenever appropriate, to provide them the most meaningful educational opportunity. The term handicapped includes: educable mentally handicapped, homebound or hospitalized, multiple handicapped, physically handicapped, trainable mentally handicapped, visually handicapped, hearing handicapped, seriously emotionally handicapped, learning disabled, or speech handicapped.

The question and answer format of this booklet reflects the laws and regulations governing Special Education found in P.L. 94-142, The Education of the Handicapped Act; Arizona Revised Statutes; and the State Board of Education Rules and Regulations.

The success of your child in Special Education is, in part, dependent upon your continued contact and involvement with the school staff providing the program. You are encouraged to maintain a close relationship with the school to further the understanding of your child and the program designed to meet his/her special needs.

Please note that any reference to parent in this booklet means parent, legal guardian, or court appointed surrogate parent.

IDENTIFICATION, EVALUATION, AND PLACEMENT

Q. **Do I, as a parent, have the right to request referral of my child for special education evaluation?**

A. Yes. Each public school district in the State of Arizona is required to develop child identification procedures in order to determine the appropriateness of referral for special education evaluation. If you wish to request that your child be referred for evaluation, contact your local school district office.

All evaluations for possible placement in a special education program must be done with the documented consent of the parent or the guardian. If the child has not been referred by your school and you would like to have special education evaluation conducted, you have the right to request that your child be referred. This request will be discussed with you by your local school district administrators.

Q. **Does my child have the right to be evaluated in a timely manner?**

A. Yes. Following the referral, the special education evaluation must be conducted within 60 calendar days from the time of the parental written consent for evaluation.

Q. **How often must a school district reevaluate my child?**

A. Reevaluation should occur as necessary to determine continued placement or termination of special education services, but at a minimum every three years. Parental consent for reevaluation must be obtained.

Q. **What are my rights regarding my child's special education evaluation?**

A. It is your right, as a parent, to provide your consent for a special education evaluation. No special education evaluation may be conducted without your consent. Your response to a request from the school for consent should be done in a timely manner so that school districts may schedule evaluations as quickly as possible.

Your local district personnel will conduct the special education evaluation of your child following the requirements of the Arizona State Board of Education Rules and Regulations.

An outside evaluation at public expense may be obtained only if a due process hearing determines that the initial evaluation conducted by the school district was not appropriate. An outside evaluation, at your own expense, may be obtained at any time.

Q. **What are my rights and responsibilities in relation to my child's placement and review of placement in special education?**

A. Children may not be placed in a special program without the consent of their parents or guardians.

Before any child may be placed in a special education program, a placement conference must be convened. The placement team must include:

- the school principal
- a person responsible for administering or conducting special education in the school or school district
- a teacher who has been instructing the child (provided that the child has been in school)
- personnel involved in the evaluation of the child
- parents or guardian of the child, unless they have given written indication that they do not wish to participate
- a special education teacher who may provide the special education services designed for the child

All previously mentioned must be consulted prior to the conference but only the professional personnel involved in the evaluation, an appropriate teacher, and the parent or the guardian must meet together in a formal conference. If the parents or guardian have given written indication that they do not wish to participate, one of the others previously mentioned must attend.

It is in these conferences that the results of the evaluation shall be discussed and recommendations for the educational placement are made.

Q. **If there is no public school program available within our school district for my handicapped child, who determines where my child will be placed?**

A. If the school district in which you live does not have an appropriate special education program for your child, arrangements shall be made at the placement conference to contract with another school district or an approved private school which

offers an appropriate program. These arrangements can be made only with the approval of the child's parents.

Q. **Following the placement decision, when does my child receive special education services?**

A. Recommended program services shall be provided as soon as possible, but no later than 15 school days, unless placement would occur after May 1.

Q. **Does a school district have to provide transportation for students who are in a special education program?**

A. If a handicapped child needs transportation in order to attend a school, the school district is obligated to arrange for such transportation.

Q. **Following the placement of my child in a special education program, how do they adapt studies to meet his/her needs?**

A. A planning conference will be held prior to your child's placement in special education with a representative of the school district, the child's teacher(s), one or both parents, and, where appropriate, the child, to develop or revise an Individualized Educational Program. This conference may be held concurrently with the placement conference. This program must include:

1. A statement of the child's present levels of educational performance;
2. A statement of the annual goals, including short-term instructional objectives;
3. A statement of specific educational and related services to be provided;
4. A description of the extent to which the child will be able to participate in regular education programs;
5. The projected date for initiation and anticipated duration of services; and
6. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Q. **How often will my child's Individualized Educational Program be reviewed and revised?**

A. Each child's Individualized Educational Program shall be reviewed and revised as necessary, but at least once each school year.

Q. If my child is to continue in special education more than one school year, will I be notified?

A. Yes. Parents must authorize all continued placements in special education or proposed changes in placement.

Q. Must I give consent if the school district wants to terminate special education services for my child?

A. No. Special education programs and services for the student may be terminated by the school district but only after a complete review of the child's educational status determines that termination of such programs and services are in the best interests of the child. Parents of the students shall also be included in the review process if termination of programs and services is being considered, but written consent for termination of services is not required.

Q. What are the local school districts' responsibilities in reference to identification, referral, evaluation, and placement?

A. Each school district must establish child identification procedures which include screening kindergarten and new students without records within 45 calendar days after enrollment in school. School district personnel are then responsible for referring a child for a special education evaluation if screening indicates that further testing is necessary. Prior to any evaluation, it is the responsibility of the local school district to obtain parental consent for evaluation. After determining your child's primary language, the local school district must provide an evaluation appropriate to your child's education problems within 60 school days of the referral. The intensity of the evaluation procedures is determined by the nature and severity of your child's problems. Your local school district must hold a placement conference to determine the appropriate special education placement for your child. They have a responsibility to involve the appropriate district personnel as well as the parents. Following the completion of the placement conference and the recommendation for placement in special education, the school district must develop, with parental input, the Individualized Educational Program and place the child in special education within 15 school days.

RECORDS

The Arizona Department of Education and school districts conform to State and Federal laws and regulations regarding the confidentiality and access to student records. Districts maintain records which indicate:

- a description of children on whom personally identifiable information is maintained
- policies and procedures which are followed for:
  - —storage of personally identifiable information
  - —disclosure to third parties
  - —retention and destruction of student records

Q. **May I review my child's evaluations and placement records?**

A. Yes. All evaluation and placement records are confidential, but if you wish to review the records of your child's special education evaluation, and placement, contact your local school district office and request that a time be scheduled for you to review the records. You may also request that someone be present to help you understand the records, or you may bring someone with you to review your child's records.

Q. **May I obtain a copy of my child's records?**

A. You may obtain a copy of your child's records under one of the following conditions:

1. When your child is transferring to another school district.
2. When your child's records are to be released to another agency by the school district.
3. If obtaining a copy of the records is the only way in which you are able to review them; for example, you live in a distant city.

DUE PROCESS

Q. **What is due process?**

A. Due process is a guarantee provided by the 14th Amendment to the United States Constitution. A due process hearing is defined as a formal, adversarial proceeding (local, administrative, judicial) which is convened at the request of the parent or guardian of a handicapped child. The purpose of the hearing is to resolve differences involving the education of a handicapped child, when those differences cannot be resolved by less formal means.

Q. **Does each school district have procedures for establishing due process hearings?**

A. Yes. Each district in the State of Arizona has established policies and procedures for conducting due process hearings.

Q. **For what reasons can I request a due process hearing?**

A. A parent or a school district/agency may initiate a due process hearing on any of the matters as listed below:

- Proposal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child;
- Refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

Q. **How can I request a due process hearing?**

A. The request for a due process hearing must be submitted in writing to the LEA or public agency, and should contain the reason that you are asking for the due process hearing, including the specific issue over which the dispute between you and the school district has arisen.

Q. **When I have requested a due process hearing, may my child be placed in a different program?**

A. No. Once a request for a due process hearing is initiated by a parent, no change in the child's educational placement will be made until after the decision of the hearing officer, unless the school district and the parents of the child agree otherwise.

Q. **Will the school district correspond with me regarding my request for a due process hearing?**

A. Yes. The school district will notify you of when the hearing is scheduled and if any free or low cost legal services are available in your community. All written correspondence with the parents or guardian shall be provided in English as well as the primary language of the home.

Q. **How does a due process hearing work?**

A. An impartial hearing officer is appointed by your school district to preside at due process hearings. It is his/her duty to assure that the proper procedures are followed and that the rights of

all parties are protected. The hearing officer must be unbiased, impartial, and not an officer, employee, or agent of a local school district. The fact that a school district pays a hearing officer for his/her time does not constitute employment by the district.

The hearing officer shall preside at the hearing and shall conduct the proceedings in a fair and impartial manner to the end that all parties involved have an opportunity to:

1. Present their evidence and confront and cross-examine witnesses,
2. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five days before the hearing.
3. Produce outside expert witnesses, be represented by legal counsel and by individuals with special knowledge or training with respect to problems of handicapped children.

Q. May I obtain a written or electronic verbatim record of the hearing?

A. Yes. At the time of the hearing you may make your request to the hearing officer.

Q. May I request that the child who is the subject of the hearing be present?

A. Yes. You should notify the hearing officer prior to the hearing that your child will be attending the hearing.

Q. May I request that the hearing be open to the public?

A. Yes. Simply notify the hearing officer prior to the hearing.

Q. Does the local school district have a right to request due process hearings or an administrative appeal?

A. Yes. Both the parents and local school districts have a right to due process hearings and appeals.

Q. If I disagree with the hearing officer's decision, may I appeal the decision to another authority?

A. Yes. There is an administrative hearing appeal through the Arizona Department of Education, Special Education Section. The appeal will be based upon the record and any additional

information the administrative hearing officer believes is appropriate.

Q. **What are the administrative hearing appeal procedures?**

A. The official conducting the review shall:

1. Examine the entire hearing record,
2. Ensure that the procedures at the hearing were consistent with the requirements of due process,
3. Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the rights of a hearing reply,
4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official,
5. Make an independent decision on completion of the review,
6. Give a copy of the written findings and the decision to the parties.

Q. **How do I request an appeal of the due process hearing?**

A. A notice of appeal shall be mailed within 10 days after the decision of the hearing officer has been received by all parties. Appeals should be mailed to the Special Education Section, Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007.

Q. **How will I be informed of the results of the appeal?**

A. The decision of the Special Education Hearing Officer, regarding the appeal must be sent to all parties by registered mail within 30 calendar days after the receipt of the appeal request.

Q. **If I have reason to disagree with the results of the appeal, what is my next step?**

A. The Special Education Hearing Officer's decision shall be binding on all parties, subject only to judicial review through the established court procedures.

PARENTS, SCHOOLS, AND SPECIAL EDUCATION

The educational needs of handicapped children are as varied as the individual handicapping conditions that exist. One of the outcomes of P.L. 94-142 has been a closer working relationship between

APPENDIX C

Consent to be Interviewed Form

CONSENT TO BE INTERVIEWED

I understand that I will be asked questions about my own and my child's rights. I also understand that any question that is unclear will be explained to me and that I have the right to stop answering the questions at any time. If I choose to stop answering the questions, neither Mr. Connery nor the school will have any bad feelings about my stopping. I also understand that the interview will be done in my primary or best language and a translator will be provided if I need one. The information from this and other interviews will be used by Mr. Connery in his work at _____ schools and may be published, without telling who I am or what I said, in journals and other publications.

Subject's Signature _____

Date _____

APPENDIX D

Memorandum, Richard D. Packard, Institutional Review Board

MEMORANDUM

TO: Andrew R. Connery

FROM: Richard D. Packard, Chair
Institutional Review Board

DATE: May 15, 1984

SUBJECT: Your Study Entitled, "A Comparison of Native American and Anglo Parents' Knowledge of their own and Their Handicapped Childrens' Rights..."

Your research project has been approved through an expedited review procedure. An expedited procedure is used when the study appears to use research procedures which are of minimal risk to the human subjects involved.

Research designs which assure protection from psychological, sociological, and physical damage (and meet other civil rights conditions), are normally approved through the expedited procedure. Some important factors which assure protection of human subjects in research are as follows:

1. Subjects are volunteers (or are a part of an officially approved or ongoing educational program) and they may withdraw from the research at any time.

2. Subjects are informed of the research through a verbal or oral explanation or clarification and sign a consent form (for minors, a parent or guardian signs the consent form and in medically related cases, a physician must sign for consent).

3. There are assurances that subjects cannot be identified (directly or indirectly) through responses, and in presentation of data, which may provide a link placing them in a position of risk of criminal or civil liability; or provide a link exposing sensitive aspects of the subject's behavior, e.g., use of drugs, alcohol, sexual behavior or illegal conduct.

4. The research study follows procedures of confidentiality and anonymity.

5. Research involving minimal stress, non-invasive techniques, moderate exercise of healthy volunteers and routine collection of samples of blood, saliva and similar specimens may be considered of minimal risk.

6. Other relative modifications or comments:

_____

_____

_____

To assure anonymity and research protection, consent forms and research data must be appropriately filed and protected by the researcher and the department.

If there are any irregularities resulting from the research program, please report them to the Institutional Review Board immediately.

RDP:kd

APPENDIX E

Unincorporated Survey Items

Unincorporated Survey Items

Survey items 5.1, 5.2, 9.1, 13, 14, 15, 15.1, 15.2, 16.1, 16.2, 16.3, 17.1, 17.2, 19, 24.2, 24.3, 27.2, 27.3, 30.2, 31, 35.1, 36, 38.1, and 41 were not previously discussed as they do not address the research questions as concisely as the items identified earlier. Because of the disparate nature and content of the items, a summary is not provided. Again, subjects' responses to these survey items have been referred to through this chapter and are available as a corroborative source because they are not interpretable in composite form. Abbreviated headings are listed in the Appendix to assist in the meaningful identification of each item.

Survey item 5.1, 5.2: Multiple residences. All Anglos lived in the town where the school was located. Fourteen of the nineteen Navajos included in the study lived in town, and only one had another home on the Navajo Reservation. This single Navajo subject stated that she lived in the town most of the time.

Survey item 9.1: Special educators' name(s). One Navajo subject of the four who could state teachers' names (see survey item 9) stated the special education teacher's name. Of the twenty-one Anglo subjects who stated teachers' names, seventeen subjects mentioned the special education teacher.

Survey item 13: Major source of income. Of the nineteen Navajos reporting the major source of income in the household, nine reported the primary source as provided by Social Security income, welfare, or other public assistance. Other incomes for Navajo subjects' came from employment of a family member as logger, retired electrician, retired supervisor for a gas company, railroad laborer, teacher's aide, mechanic, BIA administrator, nursing assistant, restaurant cook and none. Anglo responses to survey item 13 included ten positions with the local railroad company as either brakemen or engineers, three were receiving Social Security income, welfare or other public assistance, and other major sources included two auto body repair positions, electrician, school custodian, logger, power company employee, counselor, police dispatcher, and machinist.

Survey item 14: Length of time child attended school system. Anglos reported a length of student attendance in the targeted school system as 6.5 years, with a range of 1 to 14 years. Navajos reported an average attendance of 5.2 years, with a range of 1 to 13 years.

Survey item 15, 15.1, and 15.2: Obstacles to attending school interview. The following reasons were offered by Navajos for their non-attendance at the school meeting, which then required the interviews in their eight respective homes: (a) The school schedules the meeting at our home because of his disability (the father) and the poor access at school;

(b) No transportation, and no money to get there; (c) Nobody to stay with grandkids and work needs to be done on the ranch; (d) Because of my work schedule, too busy; (e) Because of my work schedule, I never can schedule things because of that; (f) Work interfered with the appointment; (g) Too many things to do at home and no gas money; (h) Can't afford to go there all the time.

The following reasons were offered by the nine Anglos for their non-attendance at the school setting: (a) Impossible because of my work schedule; (b) My physical handicap; (c) A death in the family; (d) I went to the meeting, but I guess I was late; (e) I went to all the meetings at the school!; (f) I forgot; (g) I forgot; (h) I forgot; (i) I come to all the scheduled meetings!

Survey items 16.1, 16.2, and 16.3: Determination of when child was first tested. These items proved to be unnecessary, as parents responded to item 16 and did not require probes.

Survey items 17.1, 17.2: Defining handicap. These probes were unnecessary as parents' descriptions (item 17) were lengthy but not accurate.

Survey item 19: Length of time parent has known of handicap. Anglo parents reported knowledge of the identified handicapping condition for an average of 7.2 years, with a

range of 2 to 12 years. Navajo parents reported knowledge of the handicap for an average of 6.8 years with a range of 1 to 16 years.

Survey items 24.2, 24.3: Reporting dissatisfaction to school personnel. Seven Anglo subjects qualified for this question. Responses always addressed both 24.2 and 24.3 simultaneously. Responses included: (a) Yes, several principals, 2 or 3 psychologists, the director of special education and counselors. The administrators didn't help, they had a lack of knowledge of the depth of the problem. The special education personnel were helpful; listening and talking and exchanging ideas. The special education director and counselor were especially helpful and accomplished my requests; (b) I talked to the teachers, they and I were in disagreement with others, but it was resolved in favor of my opinion. There was some confusion about what I wanted done; (c) No, I haven't really talked with anyone. I figure they're the professionals and they knew what they were doing; (d) No, I haven't talked with anyone about it, but I think the communication should be better, more stuff sent in the mail; (e) No, I haven't talked to anyone about it; (f) I talked to the principals and teachers and they said they'd tighten things up and make it more demanding, and then they do, and then things slide back; (g) No, I haven't really said anything...I'm a school employee and that makes it kind of a special situation.

Survey item 27.2, 27.3: Unequal participation and parents' actions. None of the five respondents (three Anglo and two Navajo) had talked to anyone about what they perceived as unequal service provision and programming for their children.

Survey item 30.2: How education is better or worse. This question applied to twelve Anglos and eight Navajos who qualified due to their responses to survey items 30 and 30.1. These twenty subjects all stated that the education that their son or daughter was getting was different and better or different and worse than most children in the public school system received. Specifically, eleven Anglos and five Navajos said "different and better" and one Anglo and three Navajos said "different and worse" in response to question 30 or 30.1.

Anglo responses (n=11) to item 30.2 (How is it better?) included: (a) It teaches him how to live in the world and society today; (b) Classes are smaller, teachers have more time, class is not upset, out of control, well maintained, and he likes class and the teacher; (c) Because of the teacher's perspective on learning disabilities; (c) Because of the services provided in the resource room and the two classes he can take in the mainstream; (d) Gets more individual instruction; (f) Not as potent a training, not as near complex; (g) It's more individualized, there are more teachers to help; (h) Because they help her learn what she

isn't able to learn in the regular classroom, one-on-one with the teacher; (i) Because he's not able to participate with children his age and doesn't get to do the work they're doing. He doesn't participate in 6th grade class, no one monitors him in the regular class; (j) So it's more interesting for him, they make it more fun; (k) This is the first time he's shown an interest in school, increased self-esteem, individualized help, willing to try different things (in the special education room), innovative.

Navajo responses (n=5) to item 30.2 (How is it better?) included: (a) He can understand more and it's down to his level; (b) Gets more help; (c) Because she can get along with others and understands her lessons more clearly, the same materials but they go slower; (d) Because her parents are educated and can plan intelligently with school personnel; (e) They try to work with her individually, they find a tutor for her out of school, they call us and let us know if there's a problem, special education people do that, they care more about her.

Anglo response (n=1) to survey item 30.2 (How is it worse?) included: (a) She spends too much time out of the regular classroom, with no socializing with regular class kids.

Navajo responses (n=3) to survey item 30.2 (How is it worse?) included: (a) It's too easy for him; (b) They don't push her enough in the special class; and (c) His self-esteem is not so good because of it.

Survey item 31: Cost factor. Parents were asked: Are you required to pay more money to educate your child because she/he is handicapped? Eighteen Navajos said no, and one said yes. All twenty-two Anglos said no.

Survey item 35.1: Creating IEP's. One Navajo (5.3%) and four Anglos (18.2%) provided descriptions of actions they took when participating in the development of individual education plans.

Survey item 36: Encouraged to create IEP's. Fifteen of the twenty-two Anglo subjects (68.2%) stated that they were never encouraged to help create short-term objectives during meetings. Sixteen of the nineteen Navajo subjects (84.2%) also said that they were never encouraged to do so.

Survey item 38.1: Access to records. All parents from both groups thought they could obtain access to all school records rather than just some of them.

Survey item 41: Has anyone explained "due process." Survey item 41 attempted to determine whether or not parents could recall ever having had the concept of "due process" explained to them. No Anglo or Navajo parent reported having had this concept explained to them.

APPENDIX F

Parents' Substantive Responses to Survey Item 24.1

Parents' Substantive Responses to Survey Item 24.1

1. "The teacher doesn't put up with him...would send him away, to another room, and didn't monitor his work."

2. "She shouldn't make it quite so easy for him (the student). He needs to be pushed more...but they're all doing an admirable job, especially Mr. (special education teacher)."

3. "The communication should be better, like I could be sent more information about his progress in the mail...but the services to him are not bad."

4. "The physical barriers should be reduced or eliminated...could reduce the potential for injury. They need more personnel, physical therapists and occupational therapists and better evaluation of physical handicaps."

The suggestions include dissatisfaction with teachers' behaviors, communication problems between the school and the parent, physical barriers to equal access, inadequate therapeutic and vocational services, improved integration of mildly handicapped students into mainstream classrooms, and improved instruction to a learning disabled youth.

5. "My child is about to leave school because he's a senior, but I'm dissatisfied with the small amount of vocational training. It's as if they're not successful academically they're out in the cold. Also, the resource program is not coordinated well enough with the normal flow

of school. And, learning disabled students are in school (class) with physically handicapped, retarded and others... but they are on another level."

6. "There's been some confusion about what I wanted done with (son). Mr. (special education teacher) and Mrs. (regular class teacher) and I disagreed with other staff members during meetings. But it was finally resolved, after some time, in favor of my opinion and we got the services."

7. "Better instruction to overcome his learning disability in reading."

APPENDIX G

Parents' Substantive Responses to Survey Item 43

Parents' Substantive Responses to Survey Item 43

Anglo suggestions included:

1. "They need to keep more of an upper hand. He (the student) takes advantage of people's niceness and they (the teachers) need to be stricter with him, be more demanding, push him more."

2. "The school should test him every six months, academic testing, and send more progress reports, make sure he has health and science. I'd like to see him go from class to class like all the other kids, but I know he needs special help from a resource room and the attention he gets there."

3. "He shouldn't be forced to learn at a fast rate, too fast. Basically they (the school) are doing what they can do."

4. "They should discuss what being 'adopted' means. Stress what children can do and help them overlook their failures. Try to bolster their self-esteem. Practice and improve instruction so she can overcome her learning disability in reading."

5. "Use computers more because use of computers would keep his interest since he already works and plays with them, use both math problem-solving concepts, verbal instructions and a verbal response, and anything to make him think."

6. "Give her basic reading, arithmetic, money and measurement. Emphasize the practical aspects of education, adaptive things...generally, I'm very pleased with the schools."

7. "Individual instruction, basically the school's doing a good job. I'd like to see more work sent home. Also, the classroom should be more work and less play. My child disliked the resource room because it has a low status in the grade school. There are changes in school procedures, moving from class to class in junior high and high school is better, and the idea that she is handicapped is less obvious."

8. "The main concern is that they should become more aware of all the children's needs. Emotional problems need help. Speech and resource teachers should alert the classroom teachers about the child's handicap. Some teachers are not aware of the extent of the handicap. I'd like to see other programs, a musical department so he could learn in other areas...music, physical education. I'd like to see the handicapped children included in the full range of school experiences."

9. "The primary thing is funding. I hope that the administration could get more money. The physical barriers should be reduced or eliminated, and, as I've said, this would reduce the potential for injury. I'd like to see more Special Olympics and field trips and resource room events off campus. The school's resources are good, and utilized well."

10. "As I said before, my child is a senior, about to leave, but I have been dissatisfied with the amount of vocational training. More vocational training is needed in all areas. I would like to see an improvement in the general

public's knowledge of different handicapping conditions. The school's not bad, within their resources."

11. "Improve the resources and teaching for learning disabled students."

12. "Things are made a little easy, like he's pampered by his teacher a little too much. But that's good this year, maybe not next year, I'm generally satisfied."

13. "I think they (teachers) should be very demanding of him. Make him put out and do his work. Don't let him get by with poor work."

14. "They (teachers) should explain things more, kids need to have things explained more. When they're having a test they should be told to follow directions and explain how to take the test more. More directions for both the parent and the child so they know how to get ahead, do homework, review what has been done recently in class. So I will be able to do this ahead of time, to assist with school accomplishments. And no modern math."

Navajo suggestions included:

1. "Stop babying her. Be firm with her. They are playing around. Kids need more discipline. They should be kept in one room, in the resource room all day."

2. "I want to know if...when counselors talk to her...does she talk back. She needs more counseling for emotional problems."

3. "Continue with Special Education the way it is now, she's going from sixth grade to seventh. She's passing and I

want her to keep studying and have the teachers be sure to give her homework and keep her studying."

4. "The teacher does not understand the handicap. The teacher was unaware and I heard him say my boy was a nuisance and I don't feel like I can do anything. I think the teacher is taking things out on him. The teacher should try to help students with any kind of problem. There is racial bias against Indian students. Also, the curriculum should not be reduced or sections or topics eliminated because he has to leave class to go to therapy."

5. "Report cards and other 'yellow slips' mailed, progress reports mailed, more scheduled meetings to discuss grades and progress. I am generally pleased with the speech therapy."

6. "Help him get a better understanding of what school is all about...it (the school) is a lot better than the boarding school, he does his work at school and doesn't have to bring home homework."

7. "She should bring home homework. They (the school) found out what my child's handicap is. I'm satisfied with the school and the special education services and they know what's best for her."

8. "The teachers should be more qualified and should be evaluated by experts to see if they're competent. The administrators are incompetent. The tenure system retains incompetent teachers who are callous and uncaring. Teachers

should be paid more with the hope that more competent teachers will get jobs."

9. "Stronger discipline; rules and regulations should be better maintained by teachers."